DOCUMENT RESUME

ED 348 053 IR 054 214

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TITLE	ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
INSTITUTION	ERIC Processing and Reference Facility, Rockville, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	May 92
CONTRACT	RI89002001
NOTE	96p.; For the 1990 edition, see ED 335 060.
PUB TYPE	Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 262 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1991. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Language and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (BBM)

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Educational Resources Information Center

ERIC Clearinghouse Publications

1991

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991

May 1992

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
Rockville, Maryland

This publication was prepared with funding from the U.S. Department of Education, under contract no. RI89002001 with ARC Professional Services Group. The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.

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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twentieth bibliography in the series. All items in the series to date are listed below.

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1975-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-271 125	62 p.	Jan-Dec 1985	176
ED-283 535	89 p.	Jan-Dec 1986	229
ED-295 685	86 p.	Jan-Dec 1987	239
ED-308 881	90 p.	Jan-Dec 1988	284
ED-321 774	82 p.	Jan-Dec 1989	256
ED-335 060	120 p.	Jan-Dec 1990	355
ED-	p.	Jan-Dec 1991	262
		TOTAL (1968-1991)	6076

This bibliography covers the calendar year period from January through December 1991. It lists a total of 262 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials, see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1991)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	JAN-DEC 1987	JAN-DEC 1988	JAN-DEC 1989	JAN-DEC 1990	JAN-DEC 1991	TOTAL
AC	Adult Education	24	16	20	28	20	16																	124
AL	Linguistics	2	7	11	11																			31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	241
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	290
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	401
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	522
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	575
EF	Educational Facilities	1	19	16																				36
EM	Educational Media and Technology	7	8	11	8	14	16																	64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	327
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	362
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	254
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	417
LI	Library and Information Sciences		2	7	9	14	8																	40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	328
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	313
RE	Reading	16	19	15	9	5																		64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	448
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	231
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	277
TE	Teaching of English	3	7	32	24	26																		92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4		1	7	5	12	6	18	11	172
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	309
VT	Vocational and Technical Education	11	18	30	39	42	18																	158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229**	239	284	256	355	262	6076

* i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.

** Digests (2 page publications) routinely included in RIE for first time in 1986.

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Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456 — **Clearinghouse Accession Number.**

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC. — **Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

Report No. — CU-2081-S — **Report Number**—assigned by originator.

Pub Date — May 89

Contract— NIE-C-83-0001

Note — 12p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1989). — **Descriptive Note** (pagination first).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations — **Descriptors**—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute — **Identifiers**—additional identifying terms not found in the Thesaurus. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB) — **Informative Abstract.** — **Abstractor's Initials.**

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

	Page
CE — Adult, Career, and Vocational Education	1
CG — Counseling and Personnel Services	5
CS — Reading and Communication Skills	6
EA — Educational Management	11
EC — Handicapped and Gifted Children	15
FL — Languages and Linguistics	18
HE — Higher Education	21
IR — Information Resources	23
JC — Junior Colleges	27
PS — Elementary and Early Childhood Education	30
RC — Rural Education and Small Schools	32
SE — Science, Mathematics, and Environmental Education	35
SO — Social Studies/Social Science Education	39
SP — Teacher Education	41
TM — Tests, Measurement, and Evaluation	43
UD — Urban Education	45

CE

ED 325 657 CE 056 221
Imel, Susan
Locating and Selecting Information: A Guide for Adult Educators. ERIC Digest No. 102.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-102
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, *Clearinghouses, *Databases, Information Centers, Information Retrieval, *Information Seeking, Information Sources, Resource Centers, *Search Strategies
Identifiers—ERIC Digests
No matter what their role, knowing how to identify, select, and evaluate information resources are important processes for adult educators. Two of the main sources of information related to adult education are information databases and clearinghouses or resource centers. Two comprehensive references that can be used to select the most appropriate database are the "Encyclopedia of Information Systems and Services, 10th Edition" (1990) and "Datapro Directory of On-Line Services" (1990). The Educational Resources Information Center (ERIC) database is considered to be the primary source for adult education due both to its purpose and its history of service to the field. National and state-level clearinghouses and resource centers disseminate information about adult education to a variety of audiences. "The Directory of National Clearinghouses: Resource Centers and Clearinghouses Serving Adult Educators and Learners" (1990) provides information about national clearinghouses and resource centers. Two common strategies used to identify information resources are asking other people and searching information databases. Most information databases can be accessed both manually and by computer, and many are available in CD-ROM format. Guidelines to evaluate and select resources based on their content include authority of source, timeliness, relevance, depth, accuracy, and replicability. (Seven references are listed.) (YLB)

ED 325 658 CE 056 222
Imel, Susan
Adult Literacy Learner Assessment. ERIC Digest No. 103.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-103
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Adult Basic Education, *Adult Literacy, Competency Based Education, Evaluation Methods, Illiteracy, *Literacy Education, *Minimum Competency Testing, Performance, *Standardized Tests, *Student Evaluation, Student Participation
Identifiers—ERIC Digests, *Participatory Evaluation
Four major types of approaches to learner assessment are standardized testing, materials-based, competency-based, and participatory assessment. Standardized tests are easy and inexpensive to administer. Objections are their intrinsic defects and misuse. Materials-based assessment, the practice of evaluating learners on the basis of tests following the completion of particular curriculum materials, creates a closed system. Because competency-based assessment recognizes the importance of prior learning and rewards what individuals can already do, it is more compatible for use with adults. A criticism is that it is still a test given under classroom conditions. Participatory assessment has these features: a view of literacy as practices and critical reflection, the use of a broad range of assessment strategies, and an active role for learners in the assessment process. A criticism is that alternate forms of assessment lead to less demanding levels of achievement. Guidelines for selecting assessment instruments and procedures include: purpose of the assessment; appropriateness of the instrument; reliability, validity, and practicality of the instrument; and congruence between instrument/approach and instruction. (Five references are listed.) (YLB)

ED 325 659 CE 056 223
Lankard, Bettina A.
Employability-The Fifth Basic Skill. ERIC Digest No. 104.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-104
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Employment Potential, Interpersonal Communication, Interpersonal Competence, *Job Skills, Secondary Education, *Skill Development, *Vocational Education, Work Attitudes
Identifiers—ERIC Digests
Communication, mathematics, science, and vocational skills are critical to an individual's career progression, but they do not guarantee job success. Many employers believe that employability skills are of primary importance. Because of the changing nature of today's employment picture, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills. Categories of employability skills include individual competence, personal reliability skills, economic adaptability skills, and group and organizational effectiveness skills. Another grouping includes presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others. The best results in developing these skills seem to be achieved when employability skill training is integrated with academic and vocational skill training-forming a set of five basic skills. Strategies for incorporating employability skill development concepts in the classroom include demanding good deportment, expressing work values through classroom instruction, encouraging self-esteem, promoting and displaying a positive attitude, and using instructional materials that illustrate the importance of employability skill development. (10 references) (YLB)

ED 325 660 CE 056 224
Kerka, Sandra
Interactive Videodisc in Vocational Education. ERIC Digest No. 105.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-105
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Simulation, *Educational Technology, Instructional Effectiveness, *Interactive Video, Learner Controlled Instruction, *Optical Disks,

Postsecondary Education, Secondary Education, *Vocational Education
Identifiers—ERIC Digests
Interactive videodisc (IVD) offers a combination of media with practical applications in vocational education. IVD is superior to videotapes and other media in quality, applicability, and effectiveness. IVD can be used in different settings and for a variety of instructional applications. Although not appropriate for every learning situation, IVD has strengths, including student control of the interaction, instant feedback, and a two-way dialogue that engages the learner mentally and physically. Vocational educators have applied IVD in various ways: to teach employability skills; to provide remedial instruction for technical students with low math skills; to provide training in safety, security, and quality standards through simulation of workplace problems; and to provide tutorial and simulation of the use of a welding torch. Key factors in using IVD in vocational education are related to instructional design, teacher role, and costs. A basic question is whether IVD is the appropriate medium for the subject or situation. IVD, a highly learner-centered medium, definitely changes the role of the teacher, who acts more as a resource person or facilitator. Although cost seems to be a barrier, most equipment is modular and additions can be made over time. (11 references) (YLB)

ED 326 692 CE 056 520
Pritz, Sandra G.
The Role of Vocational Education in the Development of Students' Academic Skills: An Implementation Guide. Information Series No. 340.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062005
Note—51p.; Includes "Vocational Technical Education: Developing Academic Skills. A Position Statement of the National Association of State Directors of Vocational Technical Education Consortium."
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (implementation guide order no. IN340-$5.25); National Association of State Directors of Vocational Technical Education, 1420 16th Street, N.W., Washington, DC 20036 (position statement-$5.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Education, *Basic Skills, Curriculum Development, Educational Change, *Educational Cooperation, *Integrated Curriculum, Job Skills, School Restructuring, Secondary Education, Team Teaching, *Vocational Education
Integrated programs provide students with a balanced mix of academic and vocational skills needed in the workplace and for lifelong learning. Basic skills in mathematics, science, and communication form the foundation for lifelong learning and the content for higher-order skills. Occupational skills depend on and do not exist apart from academic foundations. The National Association of State Directors of Vocational Technical Education Consortium supports the concept of integration and the restructuring of the relationship between academic and vocational education. Federal, state, and local initiatives are recommended to bring about this reform. A number of strategies for implementing the vocational-academic approach are being tried in many schools, bolstered by the mandate for enhanced integration in the Carl D. Perkins Vocational and Applied Technology Education Act. More widespread implementation depends on the resolution of a number of issues: (1) developing the drive and achieving commitment from all levels; (2) setting goals to bring about the integration of academics in vocational education and the integration of academic and vocational education; (3) overcoming such barriers as staff concerns and lack of funding; (4) determining structural questions such as who will teach academic and vocational skills, what effect will organizational structure have on making changes, what curricular materials will be used, and who else (parents, counselors, community) needs to be involved; (5) providing inservice training for vocational and academic teachers; and (6) preparing to evaluate integration efforts. One strategy for implementation is cross-correlation of vocational and academic curricula, that is, identification of exactly when academic concepts are used in vocational courses. A matrix of vocational tasks and academic concepts can assist in this effort. Cross-correlation can lead to other joint activities such as adaptation-/adoption of curriculum materials, shared lesson planning, and documentation for granting academic credit for basic skills taught in vocational classes. Recognition is growing that integrated partnerships supporting students' varied learning styles are the most effective means of achieving the academic and vocational competence needed in a global economy. The policy issues, strategies, and examples provided in this position statement and guide can assist policy makers, administrators, and teachers in reaching that goal. (SK)

ED 327 736 CE 057 132
Nickse, Ruth S.
Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy." Information Series No. 342.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062005
Note—91p.; For a related document, see ED 308 415.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN342: $8.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Child Development, Corporate Education, Cultural Differences, Elementary Education, *Family Programs, Federal Legislation, *Intergenerational Programs, Learning Theories, Library Extension, *Literacy Education, Parent Child Relationship, Parent Education, *Parent Influence, *Parents as Teachers, Preschool Education, Young Children
Identifiers—*Family Literacy
Family and intergenerational literacy programs provide an opportunity to combine the agendas of adult basic skills improvement and literacy development in children. This overview of practice in family and intergenerational literacy programs identifies trends, issues, and concerns and offers recommendations. The first chapter presents background information including definitions and purposes for family and intergenerational programs. It describes the sponsorship of programs and the motivations that justify program development. The next chapter describes research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory. Chapter 3 details programs in five sectors: adult basic education, libraries, family English literacy, preschool and elementary education, and corporate programs. The fourth chapter presents a typology for classification of family and intergenerational literacy programs based on the mode of program intervention and the target population that receives the services. Advantages and disadvantages of four program types are presented: (1) Direct Adults-Direct Children; (2) Indirect Adults-Indirect Children; (3) Direct Adults-Indirect Children; and (4) Indirect Adults-Direct Children. Examples of specific programs, critical research questions, and recommendations are provided. The document concludes with 113 references and an appendix detailing 12 programs classified according to the typology presented earlier. (SK)

ED 327 737 CE 057 133
Robertson-Smith, Mary
Articulation Models for Vocational Education. Information Series No. 343.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062005
Note—42p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN343: $5.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Articulation (Education), *College School Cooperation, Community Colleges, Cooperative Education, Coordination, Credits, *Intercollegiate Cooperation, Postsecondary Education, *School Business Relationship, Secondary Education, Technical Education, *Transfer Policy, Two Year Colleges, *Vocational Education
Articulation, the coordination of curricula at different levels of education in order to improve efficiency and effectiveness, has become increasingly important in secondary and postsecondary vocational-technical education. Among the types of articulation being practiced are time-shortened models, advanced skills models, and tech-prep models. Program articulation can be between individual secondary and postsecondary institutions, among groups of schools in a consortium, between two-year and four-year colleges, or between educational institutions and nonschool agencies that have training needs. Administrative policies and procedures regarding admissions, advanced placement credit, assessment, and transfer also need to be articulated. Five types of school-to-school articulation models currently exist: (1) tech-prep programs, in which the last 2 years of secondary vocational training are articulated with the first 2 years of postsecondary education; (2) cooperative education; (3) proprietary schools; (4) retention of at-risk students; and (5) college-to-college articulation. Three forms of nonschool partnerships are business and industry arrangements with educational institutions for training for their workers; government agencies providing career development for public employees through colleges; and the awarding of credit for military training. Factors that inhibit successful articulation are institutional policies and procedures, negative attitudes and resistance, and poor communication. Successful arrangements can be achieved through local and state leadership, involvement of key personnel, consensus on goals and purpose, formal written agreements, and positive human relations. (56 references) (SK)

ED 327 738 CE 057 134
McCaslin, N. L.
A Framework for Evaluating Local Vocational Education Programs. Information Series No. 344.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062005
Note—37p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN344: $4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, Data Collection, Educational Change, *Evaluation Criteria, Information Needs, Information Sources, *Outcomes of Education, Postsecondary Education, *Program Evaluation, Program Improvement, Secondary Education, *Vocational Education
To help vocational education administrators and practitioners, this paper presents a framework for vocational education program evaluation. Evaluation is defined as the act of rendering judgments to determine a program's value; two major types are formative and summative. Vocational education evaluation should take a broader and more comprehensive approach than a focus on student achievement. This approach requires use of valid and reliable information of three interrelated types: needs, processes, and outcomes. The needs for vocational education include students' interests, knowledge, attitudes, and skills; the knowledge, attitudes, and skills employers want in employees; and the educational, economic, and social needs of society. Sources of information about vocational education program processes include: (1) organizational information; (2) program information; (3) support services and activities; (4) staff; (5) student demographic characteristics and educational achievement; and (6) community information. Also part of the evaluation framework are economic outcomes (labor force participation, employment and unemployment rates, training-related placement, type of employment, earnings, employee satisfaction with

work, employer satisfaction with employees); educational outcomes (academic and higher-order thinking skills, knowledge of the world of work, occupational skills, school attendance and dropout rates, continuing education rates, satisfaction with education); and psychosocial outcomes (aspirations, attitudes, values, self-esteem, citizenship, and leadership). (28 references) (SK)

ED 327 739 CE 057 135

Splete, Howard Stewart, Amy

Competency-Based Career Development Strategies and the National Career Development Guidelines. Information Series No. 345.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—R188062005

Note—113p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN345: $10.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Career Choice, *Career Development, *Career Exploration, *Career Planning, Community Colleges, *Competency Based Education, Corporate Education, Decision Making, Educational Strategies, Elementary Education, Higher Education, High Schools, Job Search Methods, Junior High Schools, Learning Activities, Middle Schools, Public Agencies, *Self Concept, Two Year Colleges

This monograph provides an overview of the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee and presents competency-based career development strategies related to the National Guidelines. The strategies were identified through an analysis of career development abstracts included in the ERIC database between 1980 and 1990. The abstracts were reviewed as they relate to the National Guidelines areas and competencies for seven levels: elementary school, middle/junior high school, high school, and the adult settings of two-year community college, four-year college and university, business/industry, and community agency. A total of 631 abstracts were coded for level/setting, facilitator (teacher, school counselor, community agency staff, business/industry staff, parents), delivery mode (large group, small group, individual assistance, computer/media-based instruction, other), and 1 or more of the 12 competencies in the 3 National Guidelines areas (self-knowledge, educational/occupational exploration, career planning). Frequency distributions of reviewed abstracts, comments, recommendations, and sample career development activities or resources are provided at each level. General recommendations for increased emphasis on specific competencies and areas at different levels are made. The document includes 34 references and matrices listing the abstracts reviewed by ERIC number, indicating the guidelines areas, competencies, facilitators, and delivery modes covered by the ERIC documents. (SK)

ED 329 806 CE 057 822

Imel, Susan

School-to-Work Transition: Its Role in Achieving Universal Literacy. ERIC Digest No. 106.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-106

Pub Date—91

Contract—R188062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Corporate Support, Educational Improvement, *Education Work Relationship, Illiteracy, *Literacy Education, Program Effectiveness, *School Business Relationship, School Support, Secondary Education, Vocational Education

Identifiers—ERIC Digests, *Partnerships in Education

Although the goal of universal literacy in the United States refers specifically to the literacy of adults, significant progress toward the goal is dependent to a great extent upon educational experiences prior to adulthood. Encouraging business involvement in strengthening the connection between school and work acknowledges the interrelationship of a literate adult population and its prior educational experiences. School-to-work transitions of noncollege-bound youth are needed to overcome the disconnection between education and work. During the past decade, business involvement with schools has increased. As a result, progress has been made toward achieving the objective of business involvement in strengthening the connection between education and work. In some communities, business leaders are entering into a new form of collaboration, known as work-education partnerships. Although work-education partnerships vary by their nature, effective partnerships share a number of common elements. Successful partnerships use brokers to develop links among all players, involve the right players, ensure commitment by developing a sense of ownership among the various organizations, develop a formal plan, establish an organization to manage the operation, and cultivate and maintain the partnership. (8 references) (YLB)

ED 329 807 CE 057 823

Imel, Susan

ERIC and the Adult Education Act: 25 Years of Collaboration. ERIC Digest No. 107.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-107

Pub Date—91

Contract—R188062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, *Clearinghouses, Databases, Educational Development, Educational Legislation, Educationally Disadvantaged, Educational Research, Federal Aid, *Federal Legislation, *Information Dissemination, Information Sources, Material Development

Identifiers—*Adult Education Act 1966, *ERIC, ERIC Digests

In 1966, Congress approved the first adult education act, and the Educational Resources Information Center (ERIC) system was established. Monies to support adult education research and delivery systems became available at the same time as a mechanism was put in place to collect and disseminate results of these activities. The Adult Education Act (AEA) provides funding for adult education programs serving educationally disadvantaged adults. As amendments have expanded its scope, both enrollees and financial support have increased. ERIC is a federally supported educational database designed to put the results of educational research and development in the hands of researchers, practitioners, administrators, and policymakers. Sixteen clearinghouses acquire and process information in their assigned area to build the ERIC database. The database, which can be accessed through printed index, by computer, or in CD-ROM format, consists of document literature announced monthly in "Resources in Education" and journal literature included in "Current Index to Journals in Education." ERIC clearinghouses provide reference services and develop and dissemination informational products. The ERIC system collects and disseminates two categories of materials related to the AEA: those that are about the act and those that are the results of projects and research funded by the act, such as reports and curricula. (10 references) (YLB)

ED 329 808 CE 057 824

Lankard, Bettina A.

Tech Prep. ERIC Digest No. 108.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-108

Pub Date—91

Contract—R188062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *Coordination, Curriculum Development, *Institutional Cooperation, Postsecondary Education, Secondary Education, Technical Education, *Technological Advancement, *Technology, *Vocational Education

Identifiers—ERIC Digests, *Tech Prep

Tech prep is an articulation partnership between secondary vocational-technical schools and postsecondary institutions. It can be described as an "advanced skills" articulation model because it enables students to use the time saved through coordinated course work to acquire the more advanced occupational knowledge and skill required by changing technologies. Tech prep is becoming highly visible in vocational-technical education for a variety of reasons: the change to a service economy, new technology, and changing work force demographics. Articulation through tech prep offers a more efficient use of tax dollars for education and training, eliminates unnecessary duplication of program content, and includes, as critical to education, the technological content knowledge and skill training required by today's employers. Factors have been identified that influence the success of tech-prep articulation efforts. The factors affecting students are counseling, orientation, mentorship, and automatic admission to postsecondary institutions. Faculty leadership is also critical to tech-prep articulation. Some strategies for strengthening tech prep include establishing lines of communication, identifying programs to be coordinated, rewriting curricular competencies, developing a model, designing an evaluation model, providing technical assistance, and conducting a public relations effort. (7 references) (YLB)

ED 329 809 CE 057 825

Lankard, Bettina A.

Worksite Training. ERIC Digest No. 109.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-109

Pub Date—91

Contract—R188062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Continuing Education, *Corporate Education, Education Work Relationship, *Industrial Training, *Inplant Programs, *Lifelong Learning, Nonschool Educational Programs, *On the Job Training, Retraining, Skill Obsolescence, Staff Development

Identifiers—ERIC Digests

Economic, social, and technological changes highlight the value of human resources and employee training. Acquiring the knowledge and skills demanded of today's workers represents a lifelong learning experience that must be nurtured through work-related learning activities and workplace training. For the employer, training supports organizational culture and goals while encouraging efficiency, innovation, and quality in worker performance and productivity. For employees, the benefits are economic and educational. Companies are recognizing that on-the-job training is a major factor in economic growth and productivity. However, a handful of employers make most business training expenditures, employers do not provide training equally across their organizations, and small companies offer less training. Many employers seek outside providers for training and have tried partnerships with vendors and consultants; colleges and universities; secondary and vocational-technical schools; proprietary schools; trade and professional associations; unions; community-based organizations; other businesses; and government agencies. To improve worksite training, (1) employers must identify new knowledge and skill requirements; (2) learning in the workplace should have a lifelong focus; (3) partnerships among all stakeholders in the training enterprise are critical; (4) training strategy should be integrated into corporate strategy; and (5) cost effectiveness should be judged by how well trainees learn what they were supposed to learn. (8 references) (YLB)

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ED 329 810 CE 057 826
Kerka, Sandra
Balancing Work and Family Life. ERIC Digest No. 110.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-110
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Development, *Career Education, *Career Planning, Coping, *Course Content, Daily Living Skills, *Decision Making, Displaced Homemakers, Employed Women, Family Life, *Family Life Education, Family Role, Higher Education, *Home Economics, Home Management, Life Style, Problem Solving, Quality of Life, Secondary Education, Sex Role, Sex Stereotypes, Stress Management
Identifiers—ERIC Digests, *Family Work Relationship
Career and vocational educators must prepare people with the attitudes and skills needed for successful integration of work and family life. Ideally, life and career planning should be taught as a unit beginning in the middle school. A life/career planning course should incorporate such topics as interdependence of individual, family, and career systems; developmental stages of the individual, family, and career; values, realistic expectations, and priorities; career and life-style choices; coping with multiple roles; sex roles and stereotypes; parenthood/family life education; child care and elder care options; managing time, money, stress, and change; using resources and developing support systems; dual career and single parent/displaced homemaker issues; and cultural differences in family-work attitudes. An example of junior/senior high programs is Home and Career Skills, New York State's required seventh- and eighth-grade course. Programs for adults are being offered both at the college level and in technical institute and community college classrooms and workplace seminars. Benefits of successfully combining work and family roles are improved quality of life; greater individual contributions to the well-being of society; increased productivity; a wider pool of competent employees; better employee morale; more aware and informed citizens; and a more holistic upbringing for children. (11 references) (YLB)

ED 334 465 CE 058 601
Imel, Susan
Adult Classroom Environment: The Role of the Instructor. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, *Adult Learning, Affiliation Need, *Classroom Environment, Instructional Improvement, Success, Task Analysis, *Teacher Attitudes, *Teacher Behavior, Teacher Student Relationship
Identifiers—*Adult Classroom Environment Scale
Research by Darkenwald and by James and Day supports the contention that instructor behavior is a critical factor in shaping the kind of classroom environment desired by adult learners. Darkenwald developed the Actual and Ideal Adult Classroom Environmental Scale (ACES), which measures seven dimensions: involvement, affiliation, teacher support, task orientation, personal goal attainment, organization and clarity, and student influence. Discrepancies between instructor and student responses for the Actual ACES suggest that teachers are unaware of the social environment students actually experience. Research conducted by James and Day identified six categories of instructor behavior that contribute to making an adult learning environment less than optimal: attitude, attitude/behavior, behavior, behavior/task, environment, and task. They used McClusky's theory that margin is the relationship between the demands made upon an individual and resources used to cope with demands. Instructors can create optimal conditions for learning in the adult classroom by being aware of their role in creating the climate, changing their behavior or attitude, understanding learner concerns beyond the classroom, and involving adult students in establishing the climate. (NLA)

ED 334 466 CE 058 602
Kerka, Sandra
Technology Education in Elementary Schools. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Cooperation, Elementary Education, *Elementary School Curriculum, Inservice Teacher Education, Safety, Safety Equipment, *Science and Society, Science Programs, *Technological Literacy, Thinking Skills
Identifiers—*Technology Education
Technology education (TE) is a general education program intended to teach students about technological concepts, processes, materials, and systems as well as the impact of technology in society. Its goal is to develop technologically literate people. Technology education can be taught as a separate course or curriculum, or it can be infused in other subjects. Children are exposed to technology in many forms. TE experiences are motivating and interesting to young children and they provide opportunities for language development. The main goal of elementary TE is technological awareness, reinforcement, and enrichment of concepts (thinking skills). A cooperative implementation effort between elementary and technology teachers is recommended. Ohio, West Virginia, Idaho, Virginia, and the National Aeronautics and Space Administration (NASA) have developed innovative elementary TE programs. TE programs should consider the following: (1) inservice TE teacher training; (2) parent or community provision for equipment and supplies; (3) instruction in the use, care, and safe operation of equipment; and (4) examination of available sources such as NASA Teacher Resource Centers, the Technology Education for Children Council, and textbooks. (12 references) (NLA)

ED 334 467 CE 058 748
Kerka, Sandra
Family and Intergenerational Literacy. ERIC Digest No. 111.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-111
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Cultural Context, Elementary Education, *Intergenerational Programs, *Literacy, *Literacy Education, Parent School Relationship, Preschool Education, Program Effectiveness, *Reading Programs
Identifiers—ERIC Digests, *Family Literacy
Family and intergenerational literacy programs are intended to improve the literacy of educationally disadvantaged parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children. A typology for classifying family literacy programs has two dimensions: type of program intervention (direct or indirect) and type of participation (adults alone, children alone, adults and children together). Four program types are as follows: (1) direct adults-direct children, in which both receive the most intensive literacy instruction; (2) indirect adults-indirect children, characterized by voluntary attendance, short-term commitment, and literacy enrichment events; (3) direct adults-indirect children, in which adults receive literacy instruction as well as coaching on reading with their children; and (4) indirect adults-direct children, which focuses on developing children's reading skills and involving parents in workshops or reading rallies. Although theoretical justification for the concept exists, research evidence of its effectiveness has yet to be systematically collected. Three issues have implications for program design and evaluation: definitions of literacy, the type of literacy that should be taught, and the locus for change. On the one hand is the "deficit" perspective that assumes that low income or language-minority parents have inadequate parental skills, practices, and materials. The other viewpoint is that the family and cultural context has value and should be used to shape instruction. (SK)

ED 334 468 CE 058 749
Lankard, Bettina A.
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-112
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Development, Case Studies, *Controversial Issues (Course Content), *Decision Making, *Ethics, *Interprofessional Relationship, Organizational Development, *Values, Work Environment
Identifiers—ERIC Digests
The diverse, multicultural population that constitutes today's work force faces ethical dilemmas on the job that bring pressures to protect their own or their company's interests, at the risk of losing their personal integrity. Employers and vocational and career development personnel are recognizing the need for decision-making and problem-solving skills that will facilitate negotiation and conflict resolution in the workplace. Conflicts arise between two or more personally held values, between personal values and those of another person or the organization, between principles and the need to achieve a desired outcome, and between two or more persons or groups to whom one has an obligation. The resolution of conflicts requires interpersonal and negotiation skills; the application of "employability skills" such as honesty, cooperation, and integrity; and the participation of all stakeholders in a situation. Ethics training should help employees (1) recognize which decisions involve ethics; (2) understand the values of all stakeholders; and (3) weigh the potential impact of various options on those values. As part of a career development curriculum, discussions and analyses of case studies, use of ethics committees and resource people, and training in critical thinking, conflict resolution, communication, group processes, and mediation skills can prepare students for the ethical dilemmas they may face in the workplace. (SK)

ED 334 469 CE 058 750
Imel, Susan
Collaborative Learning in Adult Education. ERIC Digest No. 113.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-113
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, *Adult Students, *Cooperation, Educational Environment, *Group Dynamics, Participation
Identifiers—*Collaborative Learning, ERIC Digests
In collaborative learning, both facilitators and learners are active participants in the process, a sense of community is created, and knowledge is considered to be located in the community rather than the individual. Its guiding principle is that learning is enhanced when knowledge that is created and transmitted is shaped by the activities and perspectives of the group. In adult learning situations, the instructor becomes the facilitator whose responsibility it is to create a climate to foster col-

laborative learning. In this environment, learners must be willing to listen to and respect different points of view, exercise responsibility for their own learning, and be committed to the group. The traditional teacher role as authority is reframed as a knowledgeable co-learner. Facilitators are also responsible for preparing learners for collaborative work and planning the process. The traditional student role also shifts to a more active problem solver, contributor, and discussant. Issues involved in collaborative learning are cultural dispositions toward competition and individualism; the traditional class structure; difficulty in providing appropriate feedback; and reluctance of learners and facilitators to relinquish their traditional roles. Collaborative learning can provide an environment for democratic planning, acquisition of individual and group insights, development of better judgment, and use of adults' previous experiences. (SK)

ED 334 470 CE 058 751
Imel, Susan
Older Worker Training: An Overview. ERIC Digest No. 114.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-114
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Aging (Individuals), *Corporate Education, *Older Adults, *On the Job Training, Participation, Recruitment
Identifiers—ERIC Digests, *Older Workers
The changes in the composition of the labor force and the changing personal needs of older people are creating powerful incentives for them to remain in or reenter the work force. For many, this will mean job training or retraining. Training for older workers is provided through both private companies and publicly funded programs such as the Job Training Partnership Act and the Senior Community Service Employment Program. Surveys show that older employees receive a smaller share of on-the-job training and outside courses than do younger workers. Eligibility requirements also restrict the numbers of midlife and older persons who participate in publicly funded programs. Two issues influence the low participation rate: older workers' trainability and the economic payoffs from training. Although employers rate older workers highly in terms of dependability, loyalty, and commitment, they are less positive about their ability to learn new skills. They also question whether the individual will stay on the job long enough to make training pay off. Older adults themselves often accept these negative stereotypes. However, both research and practice show that deterioration of cognitive processes is by no means universal. Some studies have shown that older workers can adjust to new technology, can perform nearly as well as younger counterparts, and stay on the job longer, improving the return on investment in their training. As more older individuals continue to have successful experiences in training and in the work force, these issues and negative stereotypes will dissipate. (SK)

CG

ED 328 824 CG 023 130
Gerler, Edwin R., Jr.
The Changing World of the Elementary School Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-3
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, *Childhood Needs, Child Neglect, Child Welfare, *Counseling Objectives, *Counselor Role, Cultural Differences, Disabilities, Drug Abuse, Elementary Education, *Elementary Schools, Emotional Adjustment, Exceptional Persons, Futures (of Society), *School Counselors, Social Change, Technological Advancement
Identifiers—ERIC Digests
This digest summarizes demands that confront elementary counselors: (1) a culturally diverse world; (2) changing families; (3) drug abuse; (4) child abuse and neglect; (5) exceptional children; (6) a technological world; (7) a changing world of work; (8) promoting learning in a changing world; (9) shaping children's behavior in a changing world; and (10) human relations in a changing world. (TE)

ED 328 825 CG 023 131
Gerler, Edwin R., Jr.
The Challenge of Counseling in Middle Schools. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-4
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, *Adolescents, Career Exploration, *Counselor Role, Drug Abuse, Elementary Education, Emotional Adjustment, Family Relationship, *Middle Schools, Peer Influence, Personality Development, Program Development, *School Counselors, Self Actualization, Sexuality, Stress Management, *Youth Problems
Identifiers—ERIC Digests
This digest discusses the ways in which counselors in middle schools can help youngsters face the challenges of early adolescence and prepare them for life in high school. It focuses on: (1) understanding one's self; (2) family relationships; (3) peer pressure and drug abuse; (4) stressful lives; (5) sexual maturation; (6) academics; and (7) career exploration. (TE)

ED 328 826 CG 023 132
Beekman, Nancy
Family Caregiving. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-5
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Children, Coping, Counselor Role, Depression (Psychology), Emotional Adjustment, *Family Caregivers, Females, *Frail Elderly, Helping Relationship, Homebound, *Long Term Care, *Older Adults, *Population Trends, Social Support Groups, Stress Management
Identifiers—ERIC Digests
This digest provides a demographic profile of family caregivers and discusses the emotional and physical burdens on family caregivers. It examines how caregivers cope with these burdens and highlights research findings on the most effective coping strategies. The digest concludes by summarizing the challenges to the helping profession in addressing the needs of family caregivers. (TE)

ED 328 827 CG 023 133
Walz, Garry R.
Counseling To Enhance Self-Esteem. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-6
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Counseling Techniques, Counselor Role, Personality Development, *Self Actualization, Self Concept, Self Concept Measures, Self Efficacy, *Self Esteem, Self Evaluation (Individuals), Youth Problems
Identifiers—ERIC Digests
This digest reviews current literature on self-esteem, addressing its defining characteristics, discussing its importance, citing significant research findings on the development and benefits of self-esteem, and providing suggestions for counselors who seek to enhance their clients' self-esteem. Five references are included. (TE)

ED 328 828 CG 023 134
Myers, Jane E.
Empowerment for Later Life. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-7
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Client Relationship, *Emotional Adjustment, Helping Relationship, Individual Power, *Locus of Control, *Older Adults, *Personal Autonomy, Retirement, *Self Efficacy, *Self Esteem
Identifiers—*Empowerment, ERIC Digests
This digest discusses empowerment for older adults, examining the aging of the population and the adverse effects of societal attitudes toward aging on the self-esteem, locus of control, and emotional health of older adults. The Social Reconstruction Syndrome (SRS) is discussed as a model for interventions to offset the adverse effects of social breakdown. Wellness, developmental counseling, and prevention are also discussed as empowerment strategies. (TE)

ED 328 829 CG 023 135
Ellis, Thomas I.
Guidance-The Heart of Education: Three Exemplary Approaches. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-9
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, Counseling Objectives, *Counselor Role, Counselor Teacher Cooperation, Curriculum Design, *Educational Counseling, Educational Environment, Elementary Secondary Education, Foundations of Education, Guidance Centers, *Guidance Programs, Professional Recognition, *Program Design, Program Development, *School Counseling, School Counselors, *School Guidance, Student Personnel Services, Teacher Role
Identifiers—Comprehensive Guidance Program Model (Gysbers), ERIC Digests, Invitational

Learning (Purkey), Teacher Advisor Program (Myrick)

-This digest describes three complementary approaches to integrating guidance into education: (1) the Comprehensive Guidance Program Model, developed by Norman C. Gysbers; (2) the Teacher Advisor Program (TAP), developed by Robert D. Myrick; and (3) the Invitational Learning paradigm, developed by William W. Purkey. Four references are included. (TE)

ED 328 830 CG 023 136

Sears, Susan Jones Coy, Doris Rhea

The Scope of Practice of the Secondary School Counselor. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-90-8

Pub Date—31 Jan 91

Contract—R188062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultation Programs, *Counselor Role, Counselor Teacher Cooperation, Curriculum Design, *Developmental Programs, Group Counseling, Guidance Programs, Models, *Professional Recognition, *Program Design, Program Development, Program Evaluation, *School Counseling, Secondary Education

Identifiers—*Comprehensive Guidance Program Model (Gysbers), Empowerment, ERIC Digests

This digest discusses the scope of practice of the secondary school counselor in today's school, citing Norman Gysbers' Comprehensive Guidance Program Model as an approach to developmental counseling which empowers counselors to define their own scope of practice, and thereby effectively address the needs of their students. (TE)

ED 329 862 CG 023 232

Walz, Garry R. And Others

Counseling Futures.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Chi Sigma Iota, Athens, OH.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-56109-005-0

Pub Date—91

Contract—R188062011

Note—95p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($8.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Counselors, *Counselor Training, *Futures (of Society), Trend Analysis

This monograph was written to aid counselors as they create their own counseling futures. "Some Basic Conceptions Regarding a Study of the Future" (Garry R. Walz), the first of six chapters, identifies commonly used methods for assessing the future and discusses six factors that can play an important role in one's approach to futurizing. "What Recent Survey Research Indicates for the Future of Counseling and Counselor Education" (George M. Gazda) summarizes three surveys regarding trends in counseling and counselor education and then cites various changes and developments that would be desirable for counseling in the future. "The Evolution of Counseling" (Bruce Shertzer) looks at both positives and negatives in counseling, viewing the evolution of counseling during the next few years as a function of a larger society going through a difficult period in history. "Forces for Change in Counseling and Counselor Education" (Garry R. Walz) identifies and discusses five forces having particular relevance for counselor education and supervision and for counseling itself. "Nine Trends Which Will Affect the Future of the United States" (Garry R. Walz) emphasizes developments relevant to counseling, presenting nine trends and accompanying significant factors related to each of the trends. "Future Focused Generalizations on Counseling" (Garry R. Walz) encapsulates ideas and images presented in this monograph into 12 succinct generalizations about counseling in the future. References are included. (NB)

ED 330 920 CG 022 950

Hanson, Robert, Ed. And Others

Career Development: Preparing for the 21st Century.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Tennessee State Dept. of Education, Nashville.

Pub Date—89

Contract—ID89-3276; R188062011

Note—177p.; "Reproduced by ERIC/CAPS with permission of the Comprehensive Career Development Program at the University of Tennessee at Knoxville, 1991."

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($16.95).

Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, *Career Counseling, *Career Development, Career Exploration, *Counselor Role, Elementary Secondary Education, *Futures (of Society), Higher Education, High School Students, *School Counseling, School Guidance, *Vocational Education, Young Adults

The articles in this monograph deal with various aspects of career development and the difficulties youth will have in making decisions that will propel them into the 21st century. Included are an introduction by Garry Walz, a foreword by Robert Hanson, and these articles: (1) "The Changing Face of the Workplace: 1986-2000" (Kenneth B. Hoyt); (2) "A Response to the Challenges of the Year 2000" (Susan E. Katzman); (3) "Integrating Equity into the School" (Lawrence M. DeRidder); (4) "The Administrator and Career Development Programs" (Niel A. Edmunds); (5) "Delivering Career Development Outcomes Through Vocational Education" (Harry N. Drier); (6) "Adolescent Career Decision Processes as Coping Responses to the Social Environment" (David A. Jepsen); (7) "A Saleable Skill as a High School Graduation Requirement? Is That Really the Question?" (Edwin L. Herr and Thomas E. Long); (8) "Career Exploration" (George W. Johnson); (9) "Preparing Youth for Changing Roles and Tasks in Society, Work, and Family" (L. Sunny Hansen and Marianne M. Yost); (10) "Leisure and Career Development in the High School Years" (Carl McDaniels); and (11) "How to Remodel and Revitalize Your School Guidance Program" (Norman C. Gysbers). (NB)

ED 330 984 CG 023 327

Walz, Garry R., Comp.

CounselorQuest: Concise Analyses of Critical Counseling Topics.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-034-4

Pub Date—[91]

Contract—R188062011

Note—384p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($19.95).

Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Adults, *Career Counseling, *Counseling, Dropouts, Elementary Secondary Education, Higher Education, High Risk Students, Parents, Pregnancy, Preschool Education, *School Counseling, Self Esteem, Substance Abuse, Suicide

Identifiers—ERIC Digests

This document contains 167 Educational Resources and Information Center (ERIC) digests from eight ERIC Clearinghouses covering topics of interest to counselors who work with clients from preschool age through adults. Digests are organized alphabetically by title; three indices help users locate digests alphabetically, by educational level, and by topic. The 167 digests fall into the following categories: Accessing ERIC; Achievement; Adolescence; Adults; Acquired Immune Deficiency Syndrome (AIDS); At-Risk Students-All Ages; Career Planning; Child Abuse; Computers and Technology; Counselor Performance and Accountability; Counselor Role; Creativity; Critical Thinking; Diversity/Higher Education; Divorce; Dropout Prevention; Early Childhood/Preschool Issues; Effective Schools; Elementary Issues; Employability; Ethical and Legal Issues; Families; Gangs; General Interest; Gifted; Grade Retention; Guidance Programs K-12; Handicapped; Homeless Children; Information Skills; Jobs/Career Development; Latchkey Children; Learning and Study Skills; Learning Styles; Marketing; Mentoring; Mexican Americans; Migrants; Minority Students; Multicultural Counseling; Parents; Peer Helping; Racism; Rural Students/Education; Selecting a College; Self-Esteem; Sex Equity; School, College and Community Alliances; Schools-College Level Guidance; Schools-Elementary Guidance; Schools-Middle School Guidance; Schools-Secondary Guidance; Southeast Asian Children; Stress; Substance Abuse; Suicide; Teenage Pregnancy; Testing and Assessment; Urban Education; Vocational Education; and Women. (NB)

ED 333 308 CG 023 463

Griggs, Shirley A.

Learning Styles Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-036-0

Pub Date—91

Contract—R18806201

Note—173p.; This document is an expanded and updated edition of Counseling Students through Their Individual Learning Styles (ED 265 452).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cognitive Style, *Counseling Techniques, Counselor Role, Elementary Secondary Education, Learning Theories, *School Counseling, School Counselors

The fundamental thrust of counseling for individual learning styles is eclectic; it provides a strong rationale for selecting counseling approaches which will enhance counselee learning and growth. Therefore, the learning style model needs to be introduced to graduate students and practicing counselors after they are thoroughly knowledgeable concerning existing theories, techniques, and the basic tenets of counseling. The major purpose of this book is to provide counselors in elementary and secondary schools with information on learning styles to enable them to diagnose the learning style of each student, utilize counseling interventions that complement individual learning style preferences, and consult with teachers about accommodating student learning preferences in the classroom. These topics are covered: (1) increasing counselor effectiveness through individual learning style identification; (2) prescribing counseling interventions based on learning styles; (3) consulting with classroom teachers and parents regarding learning styles; and (4) research on learning styles. (Research on learning styles in the areas of teaching, learning, and counseling is reviewed and appended.) (BHK)

CS

ED 323 551 CS 212 506

Lehr, Fran

Revision. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 87

Contract—400-86-0045

Note—3p.; Printed on colored paper.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Error Correction, Higher Education, *Revision (Written Composition), Teaching Methods, *Writing Improvement, *Writing Skills, Writing Strategies

Identifiers—ERIC Digests

Revision is the heart of the composing proc-

ess-the means by which ideas emerge and evolve and meanings are clarified. Yet students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. Revision, whether done with computers or with pen and paper, will go beyond correction only if teachers emphasize the whole text over its parts. When this happens, students discover the power of writing as a means of shaping ideas and clarifying meanings rather than as a way of correcting errors or fulfilling a class requirement. Publishing student writings can be a powerful means of motivating revision, as can providing students with in-class time for revision and allowing flexible due dates for writing. (Seventeen references are attached.) (RS)

ED 323 552 CS 212 507
Spooner, Michael
Contact Literature in English. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 87
Contract—400-86-0045
Note—4p.; This digest was changed to level 2 due to poor reproducibility.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cross Cultural Studies, *Cultural Context, *English Instruction, Higher Education, Language Styles, Literary Styles, *Literature Appreciation, *Nonstandard Dialects, Secondary Education, World Literature
Identifiers—*Contact Literature, ERIC Digests
As English becomes institutionalized in nations that do not share its Western cultural traditions, the language broadens. The English produced in new contexts naturally takes on the flavor of its surroundings, delivering a blend of native and Western linguistic features, semantic and pragmatic qualities, literary heritages, and the like. The literature written in these distinctive varieties of English is often called contact literature. Writers of contact literature deny that a non-English culture is inexpressible in English and argue that the cultural material in contact literature will stretch or reshape the expressive qualities of English. The rise of contact literature in English provides an opportunity to study the literary effort of international writers and to observe the vital process of language change. This change is of special interest to English teachers and students, since it is their language they are observing, and since the development it undergoes will make it a more sensitive and authentic vehicle for creative expression of consciousness in Western and non-Western cultures. (RS)

ED 325 806 CS 010 293
Beverstock, Caroline
Your Child's Vision Is Important.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87207-167-7
Pub Date—91
Contract—RI88062001
Note—25p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($1.75); International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714-8139 ($1.75).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, Elementary Secondary Education, Parent Student Relationship, Reading Difficulties, *Vision, *Vision Tests
Part of a series of booklets designed to provide practical ideas parents can use to help their children become readers, this booklet focuses on children's eyesight. The booklet's seven sections are as follows: (1) How Does Vision Affect Children's Progress in School? (2) What Kinds of Problems Affect These Demands for Vision? (3) How Can I Spot Vision Problems? (4) Doesn't the School Screen for Vision Problems? (5) What Do I Do If I Suspect a Problem? (6) What Should I Do Once a Problem Is Diagnosed? and (7) Conclusion. The booklet concludes with short lists of recommended reading for parents and for children, and a list of resources from the International Reading Association for parents. (SR)

ED 325 818 CS 010 305
McAllister, Elizabeth
Peer Teaching and Collaborative Learning in the Language Arts.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Indiana Univ., Bloomington. Center for Reading and Language Studies.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-21-7
Pub Date—90
Contract—RI88062001
Note—74p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($9.95 plus postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Class Activities, Classroom Environment, Cooperative Learning, Elementary Education, *Language Arts, Learning Activities, *Peer Teaching, Student Evaluation, Teacher Role, Teaching Methods
Identifiers—*Collaborative Learning
Bringing together peer teaching and collaborative learning, this book presents many specific ideas for elementary teachers to use in their classrooms and explains the principles behind the practices. Six diverse scenarios are presented which represent real experiences of teachers and their students at work in successful peer-learning classrooms. Sections of the book include: (1) "How Some Teachers Use Peer Tutoring"; (2) "Peer Teaching and Collaborative Learning"; (3) "Peer Program Organization"; (4) "How to Get Started"; (5) "How to Use the Evaluation Forms"; (6) a review of research and research in progress; and (7) "Conclusions and Implications." A 57-item bibliography is attached. (RS)

ED 326 901 CS 212 621
Simic, Marge
Parent Involvement in Elementary Language Arts: A Program Model. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-02
Pub Date—91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Communication, Elementary Education, *Language Arts, *Parent Participation, Parent School Relationship, Parent Student Relationship, Program Content
Identifiers—ERIC Digests
Initiating an effective and well organized plan for parent involvement in the elementary language arts classroom takes plenty of work-work to achieve it, work and commitment to maintain it. One such program encourages parent participation in the classroom for parents who are able to volunteer their time, but also emphasizes parent participation at home. It is realistic to think that as parents move through the three levels of increasing classroom involvement (monitoring, informing, and participation), the audience of parents narrows. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents remains. When parent involvement reaches the level at which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. (RS)

ED 326 902 CS 212 624
Sorenson, Sharon
Working with Special Students in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-18-7
Pub Date—91
Contract—RI88062001
Note—81p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($9.95 plus postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Organization, Computer Assisted Instruction, Elementary Secondary Education, *English (Second Language), *Language Arts, *Learning Disabilities, *Lesson Plans, *Limited English Speaking, Reading Skills, Second Language Instruction, Student Evaluation, Writing Instruction
Identifiers—Graphic Organizers
This collection of 34 lessons offers practical suggestions for addressing the needs of special students in the English/language arts classroom at both the elementary and secondary levels. Concentration is primarily on students with learning disabilities or limited English proficiency. The collection includes an activities chart which indicates the focus and types of activities, including: classroom organization, community involvement, computer assisted instruction, collaborative learning, graphic organizers, reading skills, student evaluation, and writing instruction. A 21-item annotated bibliography of resources in the ERIC database is attached. (RS)

ED 326 906 CS 507 346
Kelley, Rebecca
Teaching Technical Communication. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-1
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Uses in Education, *Educational Objectives, *Educational Resources, Higher Education, Scientific and Technical Information, Speech Communication, *Technical Writing, Visual Learning
Identifiers—Educational Issues, ERIC Digests, *Technical Communication
Often colleges and universities that are just beginning to include technical communication in their curricula do so using faculty trained in traditional English doctorate programs. This digest examines several areas of concern for such institutions and discusses: (1) characteristics of technical communication; (2) issues in teaching technical communication; and (3) resources for teaching technical communication. (RS)

ED 327 856 CS 212 625
Smith, Carl B. Reade, Eugene W.
Word History: A Guide to Understanding the English Language.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-12-8
Pub Date—91
Contract—RI88062001
Note—104p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($9.95 plus postage and handling).
Pub Type— Guides - Non-Classroom (055) — Historical Materials (060) — Information Analyses -

BEST COPY AVAILABLE

ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Diachronic Linguistics, *English, *English Instruction, Secondary Education, Study Guides, Word Study Skills
This book is intended to help teachers in the upper grades lead their students toward an understanding of the history of the English language. It demonstrates the value of studying language history and provides material and suggestions which can be used to complement a language arts program. The book stresses making students aware of the development of the English language and helping them understand more fully the reasons for current conventions of spelling and grammar. It presents a brief survey of the history of English, focusing on outside influences as well as on characteristics of the language and its literature. Following an introduction, the book contains five chapters: (1) The Origin of English; (2) Old English (c. 450-1100); (3) Middle English (c. 1100-1500); (4) Early Modern English (c. 1500-1800); and (5) American English. At the end of each chapter a few exercises are provided which suggest ways in which students may work with the language of that period. A list of 51 references concludes the book. (SR)

ED 327 879 CS 212 710
Sorenson, Sharon
Encouraging Writing Achievement: Writing across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-05
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Interdisciplinary Approach, Secondary Education, Student Reaction, Teacher Role, *Writing Across the Curriculum, *Writing Improvement, Writing Research
Identifiers—ERIC Digests, *Writing Development, *Writing to Learn
Proponents of writing across the curriculum are quick to clarify that writing to learn is not the same as learning to write; but as flip sides of a single coin, the two support one another. Across-the-curriculum writing finds its merit in removing students from their passivity. Cross-curricular writing activities fall into two groups–expressive writing and product writing. Proponents of writing-across-the-curriculum agree that when teachers incorporate writing in their content areas, the need for review and the need for reteaching after testing is sufficiently reduced to more than make up for the difference in the amount of instructional time required. While hard statistical evidence that writing-across-the-curriculum improves student performance is scarce, a few studies show positive results. To overcome the problems of implementing a writing-across-the-curriculum program, most school districts have found a year-long plan for inservice education and group dialogue necessary. When content area teachers incorporate writing in all areas of the curriculum, students benefit in three ways: (1) they have a resource for better understanding content; (2) they practice a technique which aids retention; and (3) they begin to write better. (RS)

ED 328 885 CS 010 414
Christen, William L. Murphy, Thomas J.
Increasing Comprehension by Activating Prior Knowledge. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-03
Pub Date—Mar 91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Area Reading, Elementary Secondary Education, Higher Education, *Learning Processes, *Learning Strategies, *Prior Learning, *Reading Comprehension, Teaching Methods, *Thinking Skills
Identifiers—ERIC Digests, Knowledge
It appears that the value of providing students with strategies to activate their prior knowledge base or to build a base if one does not exist is supported by current research. Creating an opportunity to challenge students to call on their collective experiences (prior knowledge) is essential. Through this process, teachers move students from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces. Prior knowledge is an essential element in this quest for making meaning. Teachers should remember to: (1) present information which builds background ideas, concepts, and principles; (2) show (do not tell) through demonstrations, multi-media use, and graphics; (3) use outside resources, trips, and speakers; and (4) tell about the topic from personal experience. (RS)

ED 329 960 CS 212 708
Suhor, Charles
Semiotics and the English Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-04
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, Elementary Secondary Education, *English Curriculum, Interdisciplinary Approach, *Language Arts, Language Role, Reading Comprehension, Reading Instruction, *Semiotics
Identifiers—Emergent Literacy, ERIC Digests
The controversial field of semiotics has been criticized for its "unwillingness to respect boundaries" and its "conviction that everything is a sign." The central concerns of this wide-ranging field, however, can be defined, and its implications for teaching can be outlined. Semiotics is the study of signs (symbols, icons, and indexes) which can be organized into systems of objects and behaviors. There are three basic areas of semiotics–semantics, pragmatics, and syntactics. In oral language, reading, and literature, pragmatics has had a growing influence. A comprehensive view of curriculum is implicit in semiotics insofar as all existing school subjects–and even subjects not yet formulated–are by their nature ways of organizing signs. The very range of semiotics and its potential for organizing thinking about curriculum in new ways can add structure and substance to arguments for the things that teachers value: oral language, the written word, the arts, interdisciplinary study, and articulate exchange of ideas and feelings among students. Fifteen sources for further reading are provided. (RS)

ED 331 016 CS 010 534
Katz, Kim Katz, Claudia
Reading Strategies for the Primary Grades. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-21-7
Pub Date—91
Contract—RI88062001
Note—115p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($12.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Beginning Reading, *Class Activities, *Elementary School Curriculum, Lesson Plans, Literature Appreciation, Primary Education, Reading Comprehension, *Reading Instruction, *Reading Strategies, Reading Writing Relationship, Text Structure, Vocabulary Development
Identifiers—ERIC, Reading Motivation
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on reading strategies for the primary grades. The 40 lesson plans in this book offer practical suggestions for the teacher on how to: (1) get started with beginning reading; (2) facilitate comprehension through vocabulary development; (3) read different kinds of text; (4) enhance reading by writing and writing by reading; and (5) promote reading by promoting the use of books. The book includes an activities chart which indicates the focus and types of activities (such as collaborative learning, use of literature, playing games, etc.) found in the various lessons. A 37-item annotated bibliography contains references to additional lessons and to other resources for teaching language-learning strategies in the ERIC database. (RS)

ED 331 030 CS 010 548
Fisher, Bobbi
Reading and Writing in a Kindergarten Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-06
Pub Date—Jun 91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, *Classroom Environment, *Kindergarten, Primary Education, Reading Instruction, Reading Writing Relationship, *Teacher Behavior, *Whole Language Approach, Writing Instruction
Identifiers—*Beginning Writing, *Emergent Literacy, ERIC Digests
Emergent and beginning readers demonstrate many predictable behaviors in the kindergarten classroom, yet every child is making sense out of print in his or her own way. The job of the kindergarten teacher is to help each child to continue developing as a reader and writer. Reading and writing materials are accessible and usable throughout a print-rich classroom environment. Children's growth and development in reading and writing can be supported by using a natural learning classroom model (consisting of Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children. The goal for kindergarten teachers in such classrooms is for their students to become independent readers and writers for a variety of purposes. Such teachers want their children to become self-motivated, self-directed, self-regulated learners within a community of learners. (RS)

ED 331 038 CS 010 558
Beverstock, Caroline, Ed. Newman, Anabel P., Ed.
Adult Literacies: Intersections with Elementary and Secondary Education. Hot Topics Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—302p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, Bloomington, IN 47408-2698 ($20.00); Phi Delta Kappa, Box 789, Bloomington, IN 47402 ($20.00).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Elementary Secondary Education, Futures (of Society, *High Risk Students, Instructional Effectiveness, Intergenerational Programs, *Reading Research
Identifiers—Educational Issues, *Family Literacy, *Workplace Literacy
Reflecting a holistic approach by introducing many sides of an issue, this anthology of 16 journal articles and conference papers dating from 1985 to 1990 represents a selection of the best research and practice concerning the intersections of adult literacies with elementary and secondary education. The papers and articles are divided among four sections: (1) "Getting Up to Speed in Adult Literacy"; (2) "Review of the Research in Adult Literacy"; (3) "Intergenerational and Family Literacy"; and (4) "Workplace Literacy." A brief final discussion is entitled "Questions Remaining: Directions for Future Inquiry." An annotated list of 15 references for further reading is attached. (RS)

ED 332 165 CS 010 586
Testing and Assessment. Special Collection Number 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—56p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Literacy, Dialog Journals, *Educational Assessment, Elementary Secondary Education, Higher Education, Informal Reading Inventories, *Reading Diagnosis, Reading Tests, *Testing, *Writing Evaluation
Identifiers—ERIC Digests
Applicable to all levels of education, the eight digests and four FAST (Focused Access to Selected Topics) bibliographies included in this special collection focus on testing and assessment in the fields of reading, writing, listening, and speaking. The material in this special collection is designed for use by teachers, students, administrators, researchers, policymakers, and parents. The digests are on the following topics: Testing Literature: The Current State of Affairs; Evaluating Student Writing: Methods and Measurement; The Issue: Adult Literacy Assessment; How Well Do Tests Measure Real Reading?; Note-Taking: What Do We Know about the Benefits?; Large Scale Writing Assessment; Dialogue Journals; and Assessing Listening and Speaking Skills. The bibliographies deal with the following subjects: strengthening test-taking and study strategies in reading; reading and writing assessment in middle and secondary schools; informal reading inventories; and reading assessment in elementary education. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 332 255 CS 507 465
Gottlieb, Stephen S.
Educating the Consumer about Advertising: Some Issues. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-07
Pub Date—91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *Consumer Education, Consumer Protection, Elementary Secondary Education, *Persuasive Discourse
Identifiers—Advertisements, *Advertising Effectiveness, Channel One, ERIC Digests
Providing a basic overview of issues related to advertising and the consumer, this digest discusses the omnipresence of advertisements, suggesting ways for consumers to recognize advertising appeals. Deceptive advertising is discussed, with particular attention paid to financial advertising. (RS)

ED 333 362 CS 010 620
Shefelbine, John
Encouraging Your Junior High Student To Read.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87207-168-5
Pub Date—91
Contract—RI88062001
Note—33p.
Available from—Parent Booklets, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 ($1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($1.75).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Independent Reading, Junior High Schools, *Junior High School Students, Learning Activities, *Parent Child Relationship, Parent Influence, *Reading Attitudes, Reading Habits, *Recreational Reading, Supplementary Reading Materials
Identifiers—*Reading Motivation
This booklet shares ideas, guidelines, and suggestions to help parents of junior high school students help their children read more and derive more pleasure from reading. The booklet focuses on the "why's" and "how to's" of two central issues in promoting reading for pleasure: supplying a wide variety of interesting reading materials, and making time to read. Following an introduction and a section on how to use the booklet, the booklet is composed of five sections: (1) "Why Reading for Pleasure Is Important"; (2) "General Guidelines for Parents"; (3) "Finding Time"; (4) "Gathering a Variety of Interesting Materials"; and (5) "Encouraging Reading for Pleasure: It's Worth the Effort." Lists of sources for parent's reading and of resources for parents from the International Reading Association conclude the booklet. (SR)

ED 334 547 CS 010 637
Family Involvement. Special Collection Number 4.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—77p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Censorship, Childrens Literature, Communication Apprehension, Elementary Secondary Education, Ethics, Ethnography, *Family Involvement, *Language Arts, Listening Skills, Parent Participation, Reading Aloud to Others, Sex Stereotypes, Story Telling, Television Viewing
Identifiers—ERIC Digests, Religious Broadcasting
The eight digests and nine FAST (Focused Access to Selected Topics) annotated bibliographies included in this special collection focus on family involvement-parents and their children working together to learn. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 556 CS 010 646
Critical Thinking. Special Collection Number 3.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—52p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Brain Hemisphere Functions, Critical Reading, *Critical Thinking, Elementary Secondary Education, English Instruction, Higher Education, Metacognition, Semiotics, Television Viewing, *Thinking Skills
Designed to help practitioners become more familiar with the underpinnings, currents, pros and cons, and research studies produced by the critical-thinking movement in the United States, this special collection offers eight digests and three FAST (Focused Access to Selected Topics) annotated bibliographies concerning critical thinking at all educational levels. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 569 CS 010 680
Adult Literacy. Special Collection Number 2.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[91]
Contract—RI88062001
Note—58p.; Published by EDINFO Press, Bloomington, IN.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Students, Annotated Bibliographies, Learning Disabilities, *Literacy Education, Reading Processes, Reading Writing Relationship, Writing Apprehension
Identifiers—ERIC Digests, Workplace Literacy
This ERIC/RCS Special Collection contains two ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and nine FAST Bibs (Focused Access to Selected Topics-annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literacy (reading and writing, as well as other kinds of literacy) in adults (both college students and out-of-school adults). The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on requesting a computer search, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 570 CS 010 703
Whole Language and Integrated Language Arts. Special Collection Number 13.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[91]
Contract—RI88062001
Note—68p.; Published by EDINFO Press, Bloomington, IN.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Communication Skills, Creative Art, Elementary Secondary Education, Integrated Curriculum, *Language Arts, Literature, Reader Response, Reading Writing Relationship, *Whole Language Approach
Identifiers—Drama in Education
This ERIC/RCS Special Collection contains seven ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and eight FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on whole language, integrating the language arts, reading-writing relationships, literature and reading and writing, reader-response theory, communication skills, and creative dramatics. The material in the special collectiop is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 571 CS 010 704
Stahl, Norman A. And Others
How College Learning Specialists Can Help College Students. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-10
Pub Date—91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Critical Thinking, Freewriting, Higher Education, Reading Comprehension, *Reading Strategies, *Remedial Instruction, Remedial Teachers, *Study Skills, Teaching Assistants, Teaching Methods, *Vocabulary Development
Identifiers—ERIC Digests, Writing to Learn
This digest discusses some of the ways basic skills instructors can help students become real learners. The digest argues that the "learning specialist" (a term preferable to "remedial/developmental" reading specialist) should operate from a philosophical perspective stressing strategic approaches to reading-to-learn as driven by the cognitive sciences and recent research in reading pedagogy rather than from a deficit model drawn form the diagnostic-compensatory movement. The digest discusses: (1) implementing a course simulation model; (2) using undergraduate teaching assistants; (3) using high utility strategies for immediate acceptance; (4) promoting students' planning skills; (5) reconceptualizing vocabulary development; (6) training students to use strategies; and (7) using writing to develop reading comprehension and critical thinking. (RS)

ED 334 572 CS 010 711
Reading: Elementary. Special Collection Number 6.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—88p.; Also published by EDINFO Press, Bloomington, IN.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Beginning Reading, Computer Uses in Education, *Elementary Education, *Elementary School Students, Family Involvement, Grouping (Instructional Purposes), *Reading Aloud to Others, Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Material Selection, Reading Writing Relationship
Identifiers—Collaborative Learning, ERIC Digests
This ERIC/RCS Special Collection contains 4 ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and 14 FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading at the elementary level. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 573 CS 212 771
Henson, Kenneth T.
Writing for Successful Publication.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Educational Service, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-879639-04-01
Pub Date—91
Contract—RI88062001
Note—289p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408 ($21.95); National Educational Service, 1610 W. 3rd St., P.O. Box 8, Bloomington, IN 47402 ($21.95).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Faculty Publishing, Publishing Industry, *Scholarly Journals, *Writing for Publication, *Writing Improvement, *Writing Skills
Identifiers—Scholarly Writing, Stylistics, Writing Style
Arguing that becoming a successful author requires the ability to write simply, clearly, and forcefully, this book provides practical suggestion for clear and forceful professional writing. Chapters include: (1) "Why Write"; (2) "Finding Topics"; (3) "Getting Started"; (4) "About Style"; (5) "Organizing Articles"; (6) "Using Journals, Libraries and Surveys"; (7) "The Most Common Errors (In Journal Writing); (8) "Communicating with Journal Editors"; (9) "Questions Beginners Ask"; (10) "Getting Book Contracts"; (11) "Business Writing"; and (12) "Beyond Luck: Planning for Success." (RS)

ED 334 595 CS 212 968
Langer, Judith
A New Look at Literature Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-08
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, *Critical Thinking, *English Instruction, Literature, *Literature Appreciation, *Reader Text Relationship, Research Utilization, Secondary Education, Theory Practice Relationship
Identifiers—*Aesthetic Reading, ERIC Digests
The teaching of literature is not well understood in American schools, nor has there been any major change in conceptualizing secondary school literature instruction in the past 25 years. In addition, study of how students come to understand literature parallel to the study of the writing process is almost nonexistent. For the past few years, Judith Langer has been developing an underlying theory for the teaching of literature based on her study of the nature of literary understanding. Her studies show that during reading, there are a series of relationships the reader takes toward the text: (1) "being out and stepping into an envisionment"; (2) "being in and moving through an envisionment"; (3) "stepping back and rethinking what one knows"; and (4) "stepping out and objectifying the experience." Readers' understanding of literary texts seems to be constrained by their notions of human (or imaginary) possibility, while their understanding of non-literary texts seems to be constrained by their perceptions of the topic. The notions of stances and orientations toward meaning provide useful guidelines for teachers to use in support of students' processes of "coming to understand." (RS)

ED 334 603 CS 212 991
Farr, Roger
Portfolios: Assessment in Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-09
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Integrated Curriculum, *Language Arts, *Portfolios (Background Materials), *Student Evaluation, Teacher Student Relationship
Identifiers—ERIC Digests
To serve the function of assessment, the language arts portfolio should be a record of a student's literacy development–a kind of window on the skills and strategies the student uses in reading and writing. Portfolio collections can form the foundation for teacher-student conferences, a vital component of portfolio assessment. The use of portfolios has gained momentum as curriculum experts have called for assessments that include a variety of work samples and have asked that teachers confer with each student about his/her literacy development. Language arts portfolio assessments should: (1) have value to both teachers and students beyond the assessment information; (2) require students to construct responses rather than recognize correct answers; (3) require students to apply their knowledge; (4) pose problems requiring use of multiple resources; and (5) present students with tasks that have a realistic focus. (RS)

ED 334 604 CS 213 019
Writing. Special Collection Number 5.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—69p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, Reading Writing Relationship, Study Skills, Word Processing, *Writing (Composition), Writing Across the Curriculum, Writing Evaluation, *Writing Processes
Identifiers—Process Approach (Writing)
This ERIC/RCS Special Collection contains five ERIC Digests (brief syntheses of the research on a specific topic in contemporary education and nine FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. This collection focuses on writing, including such aspects as reading-writing relationships, the process of teaching writing, evaluating student writing, writing across the curriculum, writing as a response to literature, computer-assisted writing instruction, and other issues. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on requesting a computer search, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (SR)

ED 334 622 CS 507 525
Gottlieb, Stephen S.
A High School Student's Bill of Rights. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-22-5
Pub Date—91
Contract—RI88062001; RI88062009
Note—132p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($9.95); ERIC Clearinghouse for Social Studies/Social Science Education, 2805 E. 10th St., Suite 120, Bloomington, IN 47408-2698 ($9.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Civil Rights, Class Activities, Constitutional Law, *Freedom of Speech, Government School Relationship, High Schools, *High School Students, Lesson Plans, Public Schools, Search and Seizure, Student Responsibility, *Student Rights, Student School Relationship
Identifiers—*Bill of Rights, *United States Constitution
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on teaching high school students their Constitutional rights and responsibilities. The 40 lesson plans in the book cover the courts and basic rights, the rights of criminal suspects, the rights of minors and education law, and individual freedom at school and in the working world. The book includes an activities chart which indicates the focus and types of activities (such as class discussion, creative writing, critical reading, role playing, group activities, etc.) found in the various lessons. The United States Bill of Rights, The Northwest Ordinance of 1787, and the United Nations Universal Declaration of Human Rights are attached. (RS)

ED 334 627 CS 507 600
Stewart, Charles J.
Teaching Interviewing for Career Preparation. Second, Revised, Enlarged Edition.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-26-8
Pub Date—91
Contract—RI88062001
Note—95p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($8.95 plus $2.00 postage and handling); Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($8.95 plus $2.00 postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Communication Skills, *Employment Interviews, Higher Education, High Schools, Interpersonal Communication, Job Applicants, Questioning Techniques, Teaching Methods
Identifiers—Communication Behavior, Communication Context, *Communication Strategies
This book is intended to aid high school and college instructors in designing and teaching units or courses in the fundamentals of both informational and employment interviewing. The communication skills considered in the book will aid students in understanding and handling important interviewing situations that they will encounter in every job throughout their lives. The skills developed in the book are equally important for a journalist, poll taker, or any fact finder bent on amassing information through the interview process. Sections of the first part of the book are: Interviewing Defined; Interviewing and Other Forms of Communication; Fundamentals of Interviewing; Informational Interviewing; and Employment Interviewing. The second part of the book presents three sets of practical exercises: (1) Becoming Aware of Your Involvement in Interviews; (2) Learning the Principles of Interviewing; and Practicing Interviewing Skills. A list of 76 resources for further reading are attached. (RS)

ED 334 628 CS 507 601
McCroskey, James C. Richmond, Virginia P.
Quiet Children and the Classroom Teacher. Second Edition.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-27-6
Pub Date—91
Contract—RI88062001
Note—68p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($8.95 plus $2.00 postage and handling); Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($8.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classroom Communication, *Communication Apprehension, *Communication Research, Elementary Secondary Education, Interpersonal Communication, *Shyness, *Student Behavior, Teacher Student Relationship, Teaching Methods
Identifiers—Communication Behavior
Intended to assist educators at all levels to teach students who are quiet, the first part of this book (The Quiet Ones: Why Are They So Quiet?) presents a summary of current theory and research concerning quiet children and their low willingness to communicate. The second part of the book (Working with Quiet Children) includes specific suggestions for facilitating these children's classroom functioning. Sections of the book are: Why are Children Quiet?; Different Kinds of Quiet Children; Effects of Quietness; Quiet People in School; Self-Analysis for Teachers; Identifying Quiet Students; Personal Report of Communication Fear Measure; Developing a Communication-Responsive Classroom; Working with Communication-Apprehensive Children; and Referring Students for Special Help. A list of 27 recommended readings is attached. (RS)

EA

ED 323 598 EA 022 044
The Learning Environment. The Best of ERIC on Educational Management Number 104.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 90
Contract—400-86-0003
Note—5p.; Portions printed on colored paper may reproduce poorly.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, At Risk Persons, Disadvantaged Youth, Dropout Prevention, Dropout Programs, Educational Environment, *Educational Improvement, Elementary Secondary Education, *Excellence in Education, *Instructional Development, Instructional Improvement, Instructional Innovation, Learning Experience, Learning Theories, Minority Groups, School Restructuring, School Schedules, Special Needs Students, *Student Motivation, Teacher Morale, Teaching Conditions
Annotations of ERIC literature on the learning environment are presented in this document. Materials were selected for inclusion from the ERIC catalogs Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The 10 publications are as follows: "School Is for Teachers: Enhancing the School Environment," by Buck Adams and Gerald D. Bailey; "The Copernican Plan: Restructuring the American High School," by Joseph M. Carroll; "Creating Effective Learning Environments for Disadvantaged Learners: Implications for the Design of Educational Programs," by Shirley Beard Colvin; "The Ecology of School Improvement," by Elliot W. Eisner; "A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools," by Todd F. Fennimore; "Student Motivation," by Linda Grace and Robert L. Buser; "Expecting Miracles: How to Develop a Learning Consciousness in High School Classrooms," by Geery S. Howe; "Instructional Practices for Middle Grade Students: Developing Self-Directed Learners," by Sara Lake; "Instructional Practices in the Middle Grades: National Variations and Effects," by James M. McPartland and Shi-Chang Wu; and "Cause-Related Impediments to Effective Study Practices," by John W. Thomas, Robert G. Curley, and Amy Strage. (LMI)

ED 323 665 EA 022 264
Bowers, Bruce C.
Meeting the Needs of At-Risk Students.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-8755-2590
Pub Date—90
Contract—OERI-RI88062004
Note—5p.
Journal Cit—Research Roundup; v7 n1 Fall 1990
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Administrator Role, *At Risk Persons, Curriculum Enrichment, Disadvantaged Youth, Early Intervention, Elementary Secondary Education, *High Risk Students, Prevention, Principals, *Student Development, Student Improvement, Student Needs, Student Participation, Teacher Expectations of Students
A review of studies of at-risk students is presented

in this document. Two recurring themes that occur in the studies reviewed are structured involvement and high expectations of students. The following items are reviewed: "Sex, Race, and Grade Differences in the Locus of Control Orientations of At-Risk Elementary Students," by Beverly D. Payne and David A. Payne; "School Children At-Risk," by Virginia Richardson, Ursula Casanova, Peggy Placier, and Karen Guilfoyle; "Effective Programs for Students At Risk," by Robert E. Slavin, Nancy L. Karweit, and Nancy A. Madden; "At-Risk, Low-Achieving Students in the Classroom," by Judy Brown Lehr and Hazel Wiggins Harris; and "Accelerated Schools: A New Strategy for At-Risk Students," by Henry M. Levin. (LMI)

ED 324 766 EA 022 288
Beswick, Richard
Evaluating Educational Programs. ERIC Digest Series Number EA 56.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-8
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Consultants, *Curriculum Evaluation, Elementary Secondary Education, Evaluation Methods, Portfolios (Background Materials), *Program Evaluation, *Student Evaluation, *Test Validity
Identifiers—ERIC Digests
In this digest, readers are introduced to the scope of instructional program evaluation and evaluators' changing roles in school districts. A program evaluation measures outcomes based on student-attainment goals, implementation levels, and external factors such as budgetary restraints and community support. Instructional program evaluation may be formative, summative, or "ex post facto." Although standardized testing is widespread, some evaluators use alternative methods to measure student attainment, such as standardized interviews, direct tests (reading and math demonstrations), and students' notes, art work, and other material. Others suggest using a program evaluation profile that reveals less tangible values. Community and school board input can significantly affect program evaluation, as four recent studies show. Although principals generally feel that evaluation benefits are minimal, superintendents tend to be more positive about program evaluation. The job of program evaluator is expanding from technical roles to political and advisory roles. In some innovative programs at the research and development stage, evaluators help identify goals and develop implementation strategies. Evaluators also translate policy questions developed by school boards and legislators into the more precise questions of program evaluation. In this new role, evaluators help fashion innovative programs with readily measurable features and become effective partners at all stages of program development. (Eight references) (MLH)

ED 324 767 EA 022 289
Boas, Alan
Background Checks on School Personnel. ERIC Digest Series EA 55.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-9
Pub Date—90
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Child Abuse, Elementary Secondary Education, *Legal Responsibility, Libel and Slander, *Moral Values, *Personnel Selection, *School Districts, Sexual Abuse, *Teacher Background
Identifiers—ERIC Digests
Although it is relatively simple to check on applicants' basic professional competency, ensuring the moral competency of potential school employees is much more difficult. This digest examines major legal issues, district liabilities and responsibilities, suggested guidelines, and information sources involving employee background checks. Of more than 230,000 cases of child abuse in 1984, only about 200 involved school employees. Many lawmakers and educators favor applicant privacy rights, while others point to the potential for harmful behaviors besides child abuse. District size seems a major determinant of schools' screening practices. Whereas smaller districts rely more on references and informal sources, larger systems tend to use bureaucratized procedures and allow employees to start working before all checking is concluded. "Wrongful discharge" is also a major issue. Background checks are subject to twin problems: "saying too much" (risking defamation charges) and "asking too little" (risking a negligent hiring charge). Many states have mandatory FBI checks; some require fingerprint checks of all school applicants. Districts can also check local police records and state registries of known child abusers and must use careful documentation. The American Association of School Administrators and the National Association of State Boards of Education have prepared some helpful guidelines. The Teacher Identification Clearinghouse and a comprehensive handbook, "The Guide to Background Investigation" (Richard Long, 1989) are suggested resources. (Five references) (MLH)

ED 324 776 EA 022 304
Damico, Sandra Bowman
Staying in School: Social Learning Factors Which Lead to Retention.
Report No.—EDO-EA-90-10
Pub Date—Mar 89
Contract—RI88062004
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, Dropout Characteristics, Dropout Rate, Evaluation Methods, *High Risk Students, High Schools, *High School Students, Potential Dropouts, Public Schools, *Student Attitudes, Teacher Student Relationship
This study explores instructional and interpersonal factors policy issue is discussed in this digest. The school in school rather than dropping out. These students had failed, two or more times, that portion of Florida's State Student Assessment Test which was required for receipt of a high school diploma. Data for this study were collected in eight public high schools in three Florida counties. A total of 40 interviews were conducted with 18 students, 13 teachers, and 9 guidance counselors. Social learning factors emerged as important to the students. The findings are classified in three groups: the persister, inside the classroom, and outside the classroom. Students see themselves as good students, as fitting into the rule structure of their various high schools, and as having career aspirations. Student-teacher relationships, which include teacher expectations and instruction, are important segments inside the classroom. Lastly, activities and relationships are focused upon as integral aspects of the students' attitudes. Eight tables and 14 references are appended. (SI)

ED 324 777 EA 022 305
McGuire, Kent
Emerging Issues in State-Level School Finance. ERIC Digest Series Number EA 56.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-10
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Educational Equity (Finance), *Educational Finance, Educational Needs, Educational Policy, Elementary Secondary Education, Equalization Aid, Expenditure per Student, Expenditures, Governance, Property Taxes, Resource Allocation, School Restructuring, *State Aid
Identifiers—ERIC Digests
The state role in educational funding as a major educational policy issue is discussed in this digest. The school finance system debate has been stimulated by property tax issues, changing demographic and economic conditions, emphasis on qualitative improvement, and school restructuring. Implications for local administrators include increased accountability for equal distribution of quality teachers, facilities, and materials within districts, and aggressive participation to inform policy makers. (4 references) (LMI)

ED 326 925 EA 022 391
Lionios, Lynn Balster
Involving At-Risk Families in Their Children's Education. ERIC Digest Series Number EA 58.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-12
Pub Date—91
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*At Risk Persons, *Cooperation, Elementary Secondary Education, Family Problems, *High Risk Students, *Parent Participation, *Parent School Relationship, Poverty, School Community Relationship, Social Services
Identifiers—ERIC Digests
The children who have generally been termed "at-risk" are usually poor and often from other cultural backgrounds. Schools need to find ways to reach and involve at-risk families with their children's education. Steps include collaboration with other community agencies, helping parents identify what they are capable of doing, and respecting cultural differences. Guidelines, based on successful projects, include being and flexible, using strong personal outreach, holding the first activity away from school, preparing staff with inservice workshops, providing child care and transportation, and keeping up the effort. (10 references) (MLF)

ED 326 939 EA 022 487
Klauke, Amy
Preparing School Administrators. ERIC Digest Series Number EA 57.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-11
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Administrator Effectiveness, Administrator Role, Elementary Secondary Education, Females, Internship Programs, Minority Groups, Professional Education, *School Administration
Identifiers—ERIC Digests
Issues involved in improving administrator preparation programs are described in this ERIC Digest. A literature review identifies appropriate skills and methods for administrator training and summarizes recommendations such as application of theory to practice and development of full-time internships, school/university collaboration, mentorships, and networks of school districts, universities, policymakers, and communities. Increasing the percentage of women and minorities in administrative positions is also discussed. (11 references) (LMI)

ED 328 940 EA 021 515
Little, Judith Warren, Ed. Nelson, Linda, Ed.
Mentor Teacher. A Leader's Guide to Mentor Training.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-099-2
Pub Date—Feb 90
Contract—OERI-RI88062004
Note—227p.
Available from—Publication Dept., Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($20.00; $25.00 with binder; $2.00 handling charge on all billed orders).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Beginning Teachers, Elementary Secondary Education, Inservice Education, *Interprofessional Relationship, *Mentors, Resource Materials, Role Models, *Teacher Administrator Relationship, Teacher Education, *Teacher Effectiveness, Teacher Improvement
Identifiers—*Los Angeles Unified School District CA
This guide assembles examples of staff development used by one large school district, Los Angeles Unified School District, to prepare teachers for the new role of mentor. In an effort to help mentors get off to a good start, the district's Professional Development Center assembled a 30-hour program of discussion panels, skill training, and problem solving groups. Four sections of the guide represent the original 30-hour core training: (1) Orientation to the Mentor Role; (2) Assisting New Teachers; (3) Classroom Organization and Management for New Teachers; and (4) Classroom Consultation, Observation and Coaching. Two additional sections reflect revisons and additions now underway: The Mentor as Staff Developer and Cooperation between the Administrator and the Mentor. Each section begins with an overview of the topic and a brief preview of the concepts or skills developed in the individual segments. Each section ends with a short inventory of other resources and references. Numerous handouts and transparencies are also included. (SI)

ED 328 946 EA 022 392
Liontos, Lynn Balster
Involving the Families of At-Risk Youth in the Educational Process. Trends & Issues Series, Number 5.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-105-0
Pub Date—Jan 91
Contract—RI88062004
Note—39p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; add $2.50 shipping and handling on billed orders).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*At Risk Persons, Attitude Change, Economically Disadvantaged, Elementary Secondary Education, *High Risk Students, Identification, Minority Groups, Parent Attitudes, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, School Role, Teacher Attitudes
Following mention of the literature and pioneers in the field of at-risk family involvement in education, this document discusses the history of the term "at risk" and its use, identification of children at risk, and the two major risk factors: poverty and minority status. The important connections and assets missing from the at-risk child's world are examined as well as how parent involvement can help to bridge the gap between child and school, change attitudes and expectations, and increase the similarity between home and school settings. Also discussed are the benefits parental involvement holds for children, teachers, schools, and the parents themselves; an adaptation of Joyce Epstein's forms of parent involvement; and a variety of proposed entry levels and activities for at-risk families. The necessity and forms of school initiative in involving at-risk parents are explored and related suggestions are offered. The nature and origin of barriers and misunderstandings between parents and teachers are examined in detail with emphasis on existing stereotypes. Last, new beliefs and principles that provide a foundation for successful programs for at-risk families are outlined. An appendix provides information about eight organizations concerned with at-risk families. (49 references) (CLA)

ED 328 954 EA 022 625
Conley, David T.
Restructuring Schools: Educators Adapt to a Changing World. Trends & Issues Series, Number 6. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-110-7
Pub Date—Feb 91
Contract—RI88062004
Note—57p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.00 prepaid; $2.50 postage and handling on billed orders).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Change Strategies, Curriculum, Economic Change, *Educational Change, Educational Environment, Educational Improvement, Educational Trends, Elementary Secondary Education, Instructional Improvement, School Community Relationship, Social Influences, Student Evaluation, Teacher Role, Time Management
After describing the economic, social, and technological forces that aggravate the discrepancy between the emerging social structure of society and the organization of schools and necessitate educational restructuring, this document discusses renewal, reform, and restructuring as three levels of efforts toward change in schools. Brief representative definitions of restructuring are offered, and a continuum of support for fundamental change in education is examined, with educational reformers being the most supportive and parents showing the least support. Following several categorization schemes for restructuring efforts, restructuring activities are grouped into three broad categories and explored as follows: (1) the three Central Variables, which focus directly on student learning–curriculum, instruction, and assessment; (2) the four Enabling Variables–time, technology, learning environment, and school community relations; and (3) the four Supporting Variables–governance, working relationships, personnel, and teacher leadership. Last, descriptions are given for three possible scenarios for the future of public education: continued mediocrity; incremental change and improvement; or restructuring. Sources of further information are appended. (128 references) (CLA)

ED 328 958 EA 022 650
Baas, Alan
Promising Strategies for At-Risk Youth. ERIC Digest No. 59.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-1
Pub Date—Apr 91
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acceleration (Education), *Change Strategies, *Disadvantaged, *Dropout Programs, Elementary Secondary Education, *High Risk Students, Intervention, *Prevention
Identifiers—*Accelerated Schools Movement, ERIC Digests, National Education Goals 1990, *Success for All Programs MD
At-risk students are often poor and members of minority groups. Solutions to the dropout problem are inseparably tied to combating poverty and could stimulate far-reaching educational change. Researchers have identified several elements of successful dropout prevention programs, including the need for early prevention; aggressive leadership; parental involvement; school-based solutions; attainable goals; empowered practitioners; a focus on continuous progress, problem-solving, and teamwork; smaller classes; integrated school and community services; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Accelerated Schools Program developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaboratives to address youth problems; and (3) Baltimore's Success for All program for disadvantaged innercity elementary school children, based on Robert Slavin's research findings. To solve dropout problems, educators must identify school population characteristics, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (14 references) (MLH)

ED 330 025 EA 022 562
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume I: Introduction and Resources.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-108-5
Pub Date—Feb 91
Contract—RI88062004
Note—66p.; For volume 2, see EA 022 563.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50 prepaid; $13.00 prepaid for 2-volume set; $2.50 shipping and handling on billed orders).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Agency Cooperation, At Risk Persons, Community Cooperation, *Cooperative Planning, *Crisis Intervention, Elementary Secondary Education, High Risk Students, Human Services, *School Community Relationship, Shared Resources and Services, Social Services
Identifiers—ERIC Clearinghouse on Educational Management
The "At-Risk Youth in Crisis Handbook" series has been designed to promote inter-agency agreement on procedures for schools to follow in managing crisis situations with at-risk students. Volume I explains the rationale for the Handbook, tells how it was developed, and guides school districts in adapting the Handbook to meet their own needs. Program benefits include a clear definition of school/agency responsibilities, establishing realistic guidelines, improved school/agency relations, an increase in collaborative efforts, and an enhanced sense of community. Suggestions for adapting the handbook to individual communities are also offered. The second part provides relevant resource materials, which include two ERIC Digests on school/social services collaboration and resumes of 12 journal articles and 38 research reports, books, and papers in the ERIC database. (LMI)

ED 330 026 EA 022 563
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 2: Suicide.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-109-3
Pub Date—Mar 91
Contract—OERI-R-188062004
Note—86p.; For volume 1, see EA 022 562.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50 plus $2.50 postage and handling on billed orders).

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Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Agency Cooperation, Check Lists, Community Resources, Cooperative Planning, Cooperative Programs, Coordination, *Crisis Intervention, Elementary Secondary Education, Guidelines, *High Risk Students, Human Services, Prevention, Responsibility, Risk, *School Community Relationship, Shared Resources and Services, *Social Services, *Suicide

A youth suicide became the impetus for an Oregon education service district's leadership in spearheading a collaborative effort with local schools and community agencies to develop a handbook detailing acceptable, proven guidelines for appropriate interventions. This volume of the handbook series is designed to provide educators with appropriate responses to students at risk for suicide. Topics include: immediate crisis intervention processes, long-term prevention considerations, and community resources available to assist in the prevention of youth suicide. Also discussed are suicide prevention training, policy and procedure development, and legal requirements. Examples of district suicide prevention, intervention, and postvention policies and guidelines are provided along with forms that schools and districts have developed for these purposes. (38 references) (MLF)

ED 330 064 EA 022 780
Peterson, David
Evaluating Principals. ERIC Digest Series Number 60.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-2
Pub Date—91
Contract—RI88062004
Note—3p.
Available from—ERIC CLearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, *Administrator Evaluation, Educational Administration, Elementary Secondary Education, Evaluation Criteria, Job Performance, Personnel Evaluation, *Principals
Identifiers—ERIC Digests

Although principals are essential to their schools' effectiveness, they often receive only perfunctory evaluation. Themes from current literature on principal evaluation are highlighted in this digest; they include the reasons for principal evaluation, initial steps in designing evaluation systems, methods and sources of evaluation, and models of principal evaluation implemented in two school systems (North Carolina and Oregon). Common problems are also discussed; these include confusion about the purpose, formation, and application of evaluation criteria. (11 references) (LMI)

ED 331 152 EA 022 898
Lumsden, Linda S.
The Role of Schools in Sexual Abuse Prevention and Intervention. ERIC Digest Series Number 61.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-3
Pub Date—May 91
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, *Child Health, Child Neglect, Early Intervention, Elementary Secondary Education, Family Environment, *Family School Relationship, Incest, *Prevention, *School Role, *Sexual Abuse, Social Services, Teacher Role
Identifiers—ERIC Digests

The role of the school in the prevention of and intervention in child sexual abuse is examined in this digest. Information is provided on factors that affect recognition and reporting by school personnel; potential indicators of child sexual abuse, both behavioral and physical; issues related to allegations involving school employees; the effectiveness of prevention programs; and ways of collaborating with social service agencies. A conclusion is that the school is part of a prevention plan at only one level; the ultimate challenge lies in confronting the social attitudes and conditions that foster or tolerate child sexual abuse. (14 references) (LMI)

ED 331 153 EA 022 899
Bowers, Bruce
Teacher Involvement in Curriculum Development.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—OERI-RI88062004
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50; quantity discounts).
Journal Cit—Research Roundup; v7 n3 Spr 1991
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, *Instructional Development, *Participative Decision Making, Teacher Attitudes, Teacher Influence, Teacher Motivation, *Teacher Participation

Four recent journal articles and one meeting paper on teacher involvement in curriculum development are summarized in this research bulletin. Contents include "Motivating Teacher Involvement in Professional Growth Activities," by Ruth Wright; "Teacher Participation in Curriculum Development: What Status Does It Have?" by Jean Young; "The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors Toward Curriculum Planning," by Richard Kimpston and Douglas Anderson; "The Supportiveness of the Principal in School-based Curriculum Development," by Laurie Brady; and "Curriculum Change from the Grass Roots," by David Martin and Philip Saif. Ruth Wright concludes that the most powerful motivators for teachers are intrinsic rather than extrinsic; seeing the results of their input is a significant reward. Jean Young also found that teachers involved in their own schools' curriculum plans were the most committed. That teachers are more responsive to district-level curriculum decision-making is the conclusion of the Kimpston and Anderson study. Other factors for successful teacher-influenced curriculum development include preparation for a long-term process and the vital importance of principal support, factors identified by Martin and Saif, and Brady, respectively. (LMI)

ED 332 307 EA 022 889
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services, Volume 3: Child Abuse.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-111-5
Pub Date—91
Contract—RI88062004
Note—66p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.50 prepaid; $2.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Abuse, *Child Advocacy, *Child Neglect, Childrens Rights, Community Coordination, Elementary Secondary Education, Family Violence, Legal Responsibility, Parent School Relationship, Policy Formation, Prevention, School Law, School Responsibility, *Sexual Abuse, *Student Welfare, Teacher Responsibility, Teacher Student Relationship
Identifiers—*Oregon

After defining numerous terms related to physical and mental child abuse and neglect and presenting information on the prevalence and causes of abuse, this document explains areas of immediate concern for schools: (1) identification; (2) communicating with the student about possible abuse; (3) reporting suspected abuse; (4) assisting the abused child in the school environment; (5) agency response to reports of suspected abuse; and (6) limitations involved in emotional abuse prosecution. A section on school prevention efforts that discusses staff training, student training, and community awareness is followed by a discussion of policy and procedure development that includes relevant questions to be addressed; information on encouraging collaboration with the state Children's Services and law enforcement agencies; and sample policies, procedures, and statements. Last, information on 11 community agencies in Linn and Benton Counties, Oregon, is provided as a model for other districts to follow in collaborating with social service agencies in their own communities. Appended is an ERIC Digest on the role of schools in sexual abuse prevention and intervention. (27 references) (CLA)

ED 332 308 EA 022 890
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 4: Substance Abuse.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-112-3
Pub Date—Jun 91
Contract—RI88062004
Note—64p.; For previous volumes in the series, see ED 330 025-026 and EA 022 889.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50 prepaid; $2.50 postage and handling on billed orders).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Failure, Alcohol Abuse, Alcohol Education, Behavior Change, Behavior Problems, Dropout Characteristics, Dropout Prevention, Drug Abuse, Drug Addiction, Drug Education, *Early Intervention, Elementary Secondary Education, *High Risk Students, Potential Dropouts, School Responsibility, School Role, Self Destructive Behavior, *Special Needs Students, *Substance Abuse, Symptoms (Individual Disorders)
Identifiers—Linn Benton Education Service District OR

Among the behavior management challenges in schools today is the question of how to deal with substance abuse among youth. Facts about student alcohol and drug use are provided in this handbook. Watching for school and home related behavioral indicators of drug use is an immediate concern for schools. Drug use follows a six-stage continuum: no interest, interest, experimental use, regular use, harmful involvement, and dependency. Proper responses to substance use situations require a policy that considers the situation type (five are described), decision-making process, and documentation procedures. How school personnel can respond at the classroom, building, and district level is discussed and procedural considerations are outlined. Basic communication ingredients and skills are discussed to help ensure successful communication with students about substance abuse. Training components of substance abuse education and awareness for students, faculty, parents, and the community are delineated. Four principles of policy development and an 11-step development process follow. Three sections address areas essential to policy content: student conduct and discipline; prevention; and identification and intervention. A sample alcohol and drug use student behavior and discipline policy and examples of community resources for assistance in substance abuse situations conclude the handbook. (13 references) (EJS)

ED 334 713 EA 023 354
Striving for Excellence: The National Education Goals.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 91
Contract—R1890120
Note—73p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Adult Literacy, Disabilities, *Educational Objectives, Elementary Secondary Education, *Graduation, *High School Graduates, Lifelong Learning, Mathematics Education, Postsecondary Education, Prevention, School Readiness, School Security, Science Education, Substance Abuse
Identifiers—America 2000, ERIC Digests, *National Education Goals 1990
This compilation of ERIC Digests describes issues, highlights exemplary programs and promising practices, and explains research results that can assist educators in achieving the far-reaching national education goals adopted by the President and the governors in 1990. The two lead digests are "An Overview of the Six National Education Goals" and "The National Education Goals: Questions and Answers" (Beverly B. Swanson). The remaining digests are divided into sections that address each goal; each section contains a digest that provides an overview of that goal, followed by additional digests that discuss related issues. Goal 1: Readiness for School is addressed by "Readiness: Children and Schools" (Lilian G. Katz) and "Preparing Children with Disabilities for School" (Dianna Pinkerton). Goal 2: High School Completion is addressed by "Meeting the Goals of School Completion" (Joseph C. Grannis); "School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal" (Craig Howley and Gary Huang); "Promising Strategies for At-Risk Youth" (Alan Baas); and "Middle School Education–The Critical Link in Dropout Prevention" (Amy Stuart Wells). Goal 3: Student Achievement and Citizenship is addressed by "Student Achievement in Core Subjects of the School Curriculum" (John J. Patrick); "Encouraging Writing Achievement Across the Curriculum" (Sharon Sorenson); "Achievement of Knowledge by High School Students in Core Subjects of the Social Studies" (John J. Patrick); "Fostering Academic Creativity in Gifted Students" (E. Paul Torrance and Kathy Goff); "The Academic Achievement of Limited English Proficient Students" (Vickie W. Lewelling); and "Assessing Civics Education" (Lawrence M. Rudner). Goal 4: Science and Mathematics is addressed by "Meeting National Goals for 2000 and Beyond in Science Education" (Robert E. Yager and Patricia E. Blosser); "Meeting National Goals for 2000 and Beyond in Mathematics Education" (James Hassell and Joan Armistead); "Computer Uses in Secondary Science Education" (Ronald H. Morse); "Selected Procedures for Improving the Science Curriculum" (Patricia E. Blosser and Stanley L. Helgeson); "Students at Risk in Mathematics: Implications for Elementary Schools" (Margaret Kasten and Robert W. Howe); and "Curriculum and Evaluation Standards for Mathematics Education" (Marilyn N. Suydam). Goal 5: Adult Literacy and Lifelong Learning is addressed by "School to Work Transition: Its Role in Achieving Universal Literacy" (Susan Imel); "The Community College Role in Achieving Adult Literacy" (Dana Nicole Williams and Anita Y. Colby); "The Role of Libraries in Literacy Education" (Linda Schamber); "Adult Literacy Programs in Rural Areas" (Susan Ferrell); and "Recruiting and Retaining Language Minority Students in Adult Literacy Programs" (Shirley Brod). Goal 6: Safe, Disciplined, and Drug-Free Schools is addressed by "Are School-Based Drug Prevention Programs Working?" (Caroline E. Mohai); "Alcohol and Drug Use among Adolescents" (Laurie LaChance); "Drug and Alcohol Prevention Education" (Liane M. Summerfield); "College Alcohol and Drug Abuse Prevention Programs: An Update" (Margot Sanders Eddy); and "School Security" (Joan Gaustad). (MLF)

ED 334 714 EA 023 361
Swanson, Beverly B.
An Overview of the Six National Education Goals. ERIC Digest.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-AE-91-1
Pub Date—May 91
Contract—R1890120
Note—3p.; In: Striving for Excellence: The National Education Goals, p1-2, Oct 1991; see EA 023 354.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Improvement, *Educational Objectives, Educational Philosophy, *Educational Quality, Elementary Secondary Education, *Excellence in Education, National Norms, Outcomes of Education
Identifiers—America 2000, ERIC Digests, *National Education Goals 1990
Practices for administrators to consider in order to achieve the nation's six educational goals are highlighted in this digest. Goals to be reached by the year 2000 have been established in six areas: (1) readiness to learn; (2) high school completion; (3) student achievement and citizenship; (4) science and mathematics; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. Practices that require the sustained effort of all sectors of society are listed for each educational goal. (20 references) (LMI)

ED 334 715 EA 023 362
Swanson, Beverly B.
The National Education Goals: Questions and Answers. ERIC Digest.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-AE-91-2
Pub Date—May 91
Contract—R1890120
Note—3p.; In: Striving for Excellence: The National Education Goals, p3-4, Oct 1991; see EA 023 354.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Support, *Educational Change, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Excellence in Education, *School Restructuring
Identifiers—America 2000, ERIC Digests, *National Education Goals 1990
Questions that the general public may have about the six national educational goals formulated by President Bush and the U.S. state governors in 1990 and the administration's plan for educational reform are addressed in this digest. Ten questions and brief answers are presented in the following areas: defining the goals; the attainability, priorities and funding of the goals; national testing; school choice; teacher quality; community role; mathematics and science excellence; and emphasis on citizenship. Achieving the national goals depends upon public recognition of their importance and sustained collaborative effort. (7 references) (LMI)

EC

ED 322 706 EC 231 900
Johnson, Marilyn J., Ed. Ramirez, Bruce A., Ed.
American Indian Exceptional Children and Youth. Report of a Symposium (Albuquerque, New Mexico, February 6-8, 1985). An ERIC Exceptional Child Education Report. Revised.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-170-6
Pub Date—90
Contract—400-84-0010
Note—71p.; Also supported by the All-Indian Pueblo Council and the Arizona State University Center for Indian Education.
Available from—Council For Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.50, Stock No. R624)
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indian Education, American Indians, Bilingual Education, *Cultural Influences, Curriculum Development, *Disabilities, Educational Policy, *Educational Practices, Elementary Secondary Education, Language Acquisition, *Parent Participation, Parent Role, Public Policy, Teacher Education
The intent of this symposium report is to share information with educators and other professionals who work with American Indian exceptional children. In this monograph, most symposium presentations, and in some cases the ensuring discussion, are summarized. Introductory remarks are provided by Gil Pena of the All-Indian Pueblo Council, and this is followed by an opening address by Beverly Valley. Titles and authors of the other presentations are: "Parent Involvement Considerations" (Roger Kroth); "American Indian Parents of Handicapped Children" (Marilyn Johnson); "The Influence of Locus of Control and Culture on Learning Styles of Language Minority Students" (Alba Ortiz); "Language and Curriculum Development for American Indian Handicapped Children" (Jacqueline Walker); "Bilingual Special Education Teacher Training for American Indians" (Leonard Baca); "American Indian Personnel Preparation in Special Education" (Anna Gajar); and "Federal Policy and the Education of American Indian Exceptional Children and Youth: Current Status and Future Directions" (Bruce Ramirez). References accompany each paper. An appendix offers statistical data on: (1) the number of American Indian children with disabilities by handicapping condition, state, and educational environment; and (2) the number of special education teachers and related personnel. (JDD)

ED 331 262 EC 300 245
Designing Community-Based Instruction. Research Brief for Teachers, Brief T4.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Dec 90
Contract—R188062007
Note—5p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. This research brief was abstracted from "The Improving Community-Based Instruction Project: Final Report" by John McDonnell; see ED 324 868.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Programs, *Daily Living Skills, Elementary Secondary Education, Generalization, *Instructional Design, *Severe Disabilities, *Severe Mental Retardation, Training Methods
Identifiers—*Community Based Education
The research brief on community-based instruction for individuals with severe disabilities is based on a manual for practitioners titled "Designing Community-Based Instructional Programming" developed at the University of Utah. The manual stresses the importance of preparing students for community participation by providing instruction in the community environment. General case programming is recommended as a framework for identifying the range of variation across sites, thus increasing the generalizability of instruction. The method involves the following steps: (1) analyze performance demands; (2) select training sites for instruction; (3) sequence sites and tasks for instruction; (4) conduct baseline probes; (5) select a chaining strategy; (6) select an assistance strategy; (7) develop a correction procedure; and (8) organize data collection and monitor student performance. A sample data recording form is included. Includes 13 references. (DB)

BEST COPY AVAILABLE

ED 333 618 EC 300 369

Baca, Leonard M. Cervantes, Hermes T.

Bilingual Special Education. ERIC Digest #E496.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-1

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "The Bilingual Special Education Interface," Second Edition, by Leonard M. Baca and Hermes T. Cervantes.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Curriculum Development, *Disabilities, Elementary Secondary Education, English (Second Language), Individualized Education Programs, Instructional Materials, *Limited English Speaking, Media Adaptation, Special Education, Student Placement, Teaching Methods

Identifiers—ERIC Digests

This digest estimates that 948,000 U.S. children may both be linguistically different and have disabilities. The nature of instruction and educational placement of these students should be based on the degree of disability, level of language proficiency in both English and the primary language, and intellectual capacity. Placement decisions should consider such factors as level of adaptive behavior, social maturity, ambulation or mobility, amount and type of language input received in the home environment, and success in past and present placements. Operationalizing bilingual special education requires the creation of an instructional social system that involves active teaching of cognitive skills and includes the development of language skills while focusing on the acquisition of English. The digest lists nine basic elements of an individualized education program for exceptional bilingual students, nine steps in developing a comprehensive curriculum, 10 considerations in selecting materials for bilingual exceptional children, and 11 guidelines for adapting instructional materials. (Nine references) (JDD)

ED 333 619 EC 300 370

Communicating with Culturally Diverse Parents of Exceptional Children. ERIC Digest #E497.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-2

Pub Date—May 91

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, *Cultural Differences, *Disabilities, Elementary Secondary Education, Interpersonal Communication, Language Handicaps, Limited English Speaking, Parent Participation, Parent Teacher Cooperation, Teacher Role

Identifiers—ERIC Digests

Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of unique perspectives or communication styles common to those cultures, and need to be sensitive to the different values, experiences, and beliefs about special education that may be held by members of various cultural and ethnic groups. Educators are encouraged to: (1) use language parents can understand; (2) use sensitivity in sharing space, touching, eye contact, and time ordering of interactions; (3) provide parents with information; (4) support parents as they learn how to participate in the system; and (5) encourage parental participation with their school-aged children. (Nine references) (JDD)

ED 333 620 EC 300 371

Gollnick, Donna M. Chinn, Philip C.

Multicultural Education for Exceptional Children. ERIC Digest #E498.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-3

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "Multicultural Education in a Pluralistic Society," Third Edition, by Donna M. Gollnick and Philip C. Chinn.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, Cultural Awareness, Cultural Differences, *Disabilities, Elementary Secondary Education, *Instructional Materials, *Minority Group Children, *Multicultural Education, *Social Bias, Student Characteristics, Teacher Role, Textbooks

Identifiers—ERIC Digests

This digest examines the demographic composition of the U.S. school-age population, and derives an estimate of 1.4 million children with disabilities who are minority group members. The digest notes the purposes of multicultural education for all students and stresses the teacher's role in recognizing forms of bias in textbooks and other instructional materials. Forms of bias include invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation, and language usage. The digest also discusses the importance of making the curriculum multicultural, recognizing subtle and unintentional biases in teaching behavior, organizing learning environments conducive to individual students' cognitive styles, and creating a positive school climate. (Nine references) (JDD)

ED 333 621 EC 300 372

Ruiz, Nadine T.

Effective Instruction for Language Minority Children with Mild Disabilities. ERIC Digest #E499.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-4

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "An Optimal Learning Environment for Rosemary," by Nadeen T. Ruiz, which appeared in "Exceptional Children," Vol. 56, No. 2 (October 1989).

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA ($1.00 each, minimum order $5.00 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Educational Principles, Elementary Secondary Education, *Language Handicaps, Limited English Speaking, *Mild Disabilities, Minority Group Children, Models, *Spanish Speaking, Teaching Methods

Identifiers—ERIC Digests

This digest describes a model curriculum for children from language minority groups, called the "Optimal Learning Environment Curriculum-A Resource for Teachers of Spanish Speaking Children in Learning Handicapped Programs." This bilingual special education class model is governed by the following principles: (1) take into account the student's sociocultural background and its effect on oral language, reading and writing, and second language learning; (2) take into account the student's learning handicaps and how they may affect oral language, reading, writing, and second language learning; (3) follow developmental processes in literacy acquisition; (4) locate curriculum in a meaningful context where the communicative purpose is clear and authentic; (5) connect curriculum with the students' personal experiences; (6) incorporate children's literature into reading, writing, and English-as-a-Second Language lessons; and (7) involve parents as active partners in the instruction of their children. (17 references) (JDD)

ED 333 622 EC 300 373

Cummins, Jim

Empowering Culturally and Linguistically Diverse Students with Learning Problems. ERIC Digest #E500.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-5

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "A Theoretical Framework for Bilingual Special Education" by Jim Cummins (Exceptional Children, October 1989, Vol. 56, No. 2, pp. 111-119. EJ 399 079).

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Cultural Awareness, Elementary Secondary Education, *Learning Problems, Limited English Speaking, Minority Group Children, Teaching Methods

Identifiers—*Empowerment, ERIC Digests, *Language Minorities

This digest describes ways in which professionals who work with culturally and linguistically diverse students with disabilities can create an educational climate that accepts and respects the language and culture of its students and empowers them to feel confident enough to risk getting involved in the learning process. Methods of creating such an educational climate include: (1) incorporating minority students' language and culture into the school program; (2) encouraging minority community participation as an integral component of children's education; (3) allowing students to become active generators of their own knowledge; and (4) using an advocacy orientation in the assessment process. (11 references) (JDD)

ED 333 623 EC 300 374

Duran, Elva

Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities. ERIC Digest #E501.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-6

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on an article by Elva Duran, "Functional Language Instruction for the Handicapped or Linguistically Different Students," Journal of Reading Improvement, Vol. 25, no. 4 (1988), p.265-268.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Differences, *Disabilities, Elementary Secondary Education, Instructional Effectiveness, Language Acquisition, *Limited English Speaking, *Second Language Instruction, Severe Disabilities, Spanish Speaking, Teaching Methods

Identifiers—ERIC Digests, *Functional Context

This digest explains how functional language instruction can be made useful for persons with moderate to severe disabilities who are also culturally and linguistically different. It further explains how vocabulary and cultural information of the Spanish-speaking student can be included in functional language instruction for students who are from different cultural groups. The digest defines functional language instruction, outlines use of an ecological inventory to determine language needs, offers a classroom example, describes how to choose vocabulary for functional language instruction, and notes the importance of continuing parent-school communication. The digest concludes that children who receive functional and context-embedded language instruction are more likely to have a positive attitude about learning and a heightened self-concept. (Six references) (JDD)

ED 333 653 EC 300 409

Bullis, Michael Gaylord-Ross, Robert

Moving On: Transitions for Youth with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-204-4

Pub Date—91

Contract—R188062007

Note—64p.; For other documents in this set, see EC 300 410-417.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P345).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Disorders, Career Education, Demonstration Programs, Educational Practices, Educational Quality, *Education Work Relationship, *Interpersonal Competence, Program Development, School Business Relationship, Secondary Education, Student Evaluation, Transitional Programs, Vocational Education, Work Study Programs

This booklet reviews the literature on transitional services for youth with behavior disorders, provides examples of successful programs and activities, and identifies key elements of successful programs. Specific sections of the monograph address the following areas: long-term life adjustment; transition studies; vocational assessment; social skills training for obtaining a job; social skills training for the workplace; necessary directions for social skills training; model programs (the Sprague Program and the Career Ladder Program); and key elements of transition programs. Recommendations are included. The report concludes that a comprehensive vocational assessment should identify pupil preferences, abilities, motivational characteristics, and instructional designs. A longitudinal vocational program should be designed to include a postschool, vocational safety net of services. The vocational education program should include a series of community-based work experiences in which general work skills are mastered. The program should also mainstream the student with disabilities into appropriate occupational training courses. Necessary academic skills must be infused into vocational activities. A career education curriculum should focus on job-search and job-keeping skills, and particular attention should be given to social skills relevant to the workplace. Vocational programs must be coordinated with, if not initiated by, the business community in order to engender substantive jobs for career ladders. (Includes 140 references.) (DB)

ED 333 657 EC 300 413

Zabel, Mary Kay

Teaching Young Children with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-200-1

Pub Date—91

Note—32p.; For other documents in this set, see EC 300 409-417.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P341).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Disorders, Behavior Modification, Compliance (Legal), Curriculum Development, Delivery Systems, Developmental Programs, *Early Childhood Education, *Early Intervention, Educational Legislation, *Educational Methods, Federal Legislation, Interpersonal Competence, Models, Preschool Education, Program Development, Psychoeducational Methods, Publicity, Young Children

Identifiers—*Education of the Handicapped Act Amendments 1986

This booklet reviews the literature and considers applications of Public Law 99-457 (Education of the Handicapped Act Amendments-1986) in developing programs for young children with behavior disorders. The following topics are considered: provisions of the law (states are required to provide a free, appropriate public education to all eligible children, ages 3 to 5, by 1991); intervention services (the law encourages efforts focused on collaboration, prevention, and family-centered services); public awareness campaigns (parents need to be alerted to program availability); developmental therapy (a curriculum model based on the child's current level of performance and behavior rather than chronological age); the engineered or orchestrated classroom (a model focused on creating a "harmonious learning climate"); the psychoeducational model (the security and comfort of a predictable structure and schedule are central); behavior modification (interventions are based on positive reinforcement, timeout, and natural consequences); social skills development (direct instruction is usually most effective with this population); focus on family (family strengths and needs are addressed rather than child deficits); teacher training and professional resources (both general and special educators need more information about behavioral disabilities, strategies that work, and ways of collaborating). Includes 42 references. (DB)

ED 333 658 EC 300 414

Gable, Robert A. And Others

Preparing To Integrate Students with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-199-4

Pub Date—91

Contract—R188062007

Note—44p.; For other documents in this set, see EC 300 409-417.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P340).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Administrator Role, *Behavior Disorders, Child Advocacy, Elementary Secondary Education, Generalization, Interpersonal Competence, Mainstreaming, Regular and Special Education Relationship, *Social Integration, Student Evaluation, Student Placement, *Teacher Responsibility, Teacher Role, *Teaching Methods

This booklet reviews the literature and offers guidelines to assist in the integration of students with behavioral disorders into mainstream settings and the delivery of appropriate instructional services to these students. In Part I, Robert A. Gable and Virginia K. Laycock offer practical advice on how principals, other administrators, and program coordinators can facilitate the integration of students with behavioral disorders. Chapters cover: establishing guidelines for integration; skills needed in regular classes; transition planning; cooperative planning; and enhancing understanding of regular teachers. A conservative approach is proposed which stresses the matching of student capabilities with the setting's demands. In Part II, Sharon A. Maroney and Carl R. Smith consider the teacher's responsibility to provide high-quality instruction, in chapters which address: teachers as advocates; evaluating student progress; generalizing skills; communicating clearly; preparing students for life outside the classroom; strategies that work; teaching responsibility to students; teaching social skills; and improving the quality of life. Includes 56 references. (DB)

ED 333 659 EC 300 415

Lewis, Timothy J. And Others

Teaching Students with Behavioral Disorders: Basic Questions and Answers. Working with Behavioral Disorders: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-205-2

Pub Date—91

Contract—R188062007

Note—47p.; For other documents in this set, see EC 300 409-417.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P337).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Disorders, Elementary Secondary Education

This booklet reviews the literature while addressing over 100 questions that classroom teachers commonly ask concerning teaching students with behavioral disorders. Questions are grouped into three major categories. The first section, on effective assessment and evaluation practices, examines assessment for classification, diagnostic, and instructional purposes. The second section, on developing curriculum and instruction, focuses on designing intervention strategies to change academic and social behaviors, with emphasis on strategies to increase positive behaviors as opposed to stressing the reduction of negative behaviors. The third section, on collaboration, looks at issues surrounding the development of positive partnerships between teachers and other teachers, paraprofessionals, administrators, community agencies, and parents. Each section lists suggested readings. (DB)

ED 333 660 EC 300 416

Algozzine, Bob And Others

Behaviorally Disordered? Assessment for Identification and Instruction. Working with Behavioral Disorders: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-198-6

Pub Date—91

Contract—R188062007

Note—47p.; For other documents in this set, see EC 300 409-417.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P339).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Change, *Behavior Disorders, Behavior Problems, *Educational Diagnosis, Elementary Secondary Education, Eligibility, *Emotional Disturbances, *Evaluation Methods, Handicap Identification, Instructional Development, Interdisciplinary Approach, Interpersonal Competence, Intervention, Labeling (of Persons), Referral, Screening Tests, *Student Evaluation, Teacher Attitudes

Identifiers—*Curriculum Based Assessment

Based on presentations given at a 1989 conference, this booklet offers a literature-based perspective on systematic screening procedures and functional assessment procedures to facilitate services to students with emotional and behavioral disorders. The following topics are addressed: assessment decisions (in the areas of classification, evaluation of progress, and instructional planning); eligibility (screening, prereferral, and certification); use of appropriate definitions that lead to intervention strategies; description of problem behaviors using a school-based or educational model; analyzing relationships between specific behaviors and their settings; functional assessment; attitudes and the impact of labeling; systematic screening; the multidisciplinary team; identification practices focusing on observable behavior; instructional decisions based on assessment; a model for curriculum-based assessment; curriculum-based assessment and social behaviors; and identifying critical behaviors. (Includes 70 references.) (DB)

ED 334 806 EC 300 606

Berger, Sandra L.

Developing Programs for Students of High Ability. ERIC Digest #E502.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-7

Pub Date—Aug 91

Contract—R188062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E502).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, *Program Development, Program Effectiveness, *Special Programs
Identifiers—ERIC Digests
This "ERIC Digest" discusses the components of an effective educational program for students who are gifted. The paper defines the term "program" and distinguishes between programs and provisions. Eight major components of an effective program are noted: needs assessment, definition of population, identification procedures, program goals, program organization and format, staff selection and training, curriculum development, and program evaluation. A list of 15 references is appended. (JDD)

ED 334 807 EC 300 607
VanTassel-Baska, Joyce And Others
Gifted Youth at Risk: A Report of a National Study.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-206-0
Pub Date—91
Contract—R188062007
Note—73p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston VA 22091-1589 ($17.50, $12.25 members; publication no. P347).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Ability Identification, *Cultural Differences, Definitions, *Delivery Systems, *Economically Disadvantaged, *Educational Policy, Elementary Secondary Education, Financial Support, *Gifted Disadvantaged, High Risk Students, National Surveys, Program Development, Program Evaluation, *Program Implementation, School Districts, Standards, State Departments of Education, Teaching Methods
This study explored the nature and extent of programs and services available for culturally diverse and economically disadvantaged gifted learners. Data were gathered through a questionnaire survey of directors of gifted programs in 49 states and territories and a questionnaire survey of 51 local school districts that have active programs for at-risk gifted learners. Analysis of the state-level data focused on definitions of "disadvantagement," program standards for the at-risk gifted population, identification practices, and funding. Analysis of data from school districts dealt with: application of the disadvantagement definition; types of differential programming; and program evaluation. Besides providing results of the study, this report offers a comprehensive review of the current knowledge about programs and services for the target population. Each chapter offers policy recommendations, and the report concludes with nine suggestions for a working agenda, such as initiating the use of multiple measures and encouraging the use of a "tryout" program as part of the selection paradigm. Appendices contain 13 program abstracts from local school districts, the state questionnaire, and the local school district questionnaire. (78 references) (JDD)

ED 334 808 EC 300 608
Flyer File on Culturally and Linguistically Diverse Exceptional Learners.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062007
Note—69p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($24.00, $16.80 members; publication no. E106).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Students, *Cultural Differences, Curriculum Development, Deafness, Dialects, Elementary Secondary Education, English, Evaluation Methods, Hispanic Americans, Interpreters, Language Acquisition, *Language Handicaps, Learning Strategies, *Parent Participation, Referral, Second Language Instruction, *Special Needs Students, *Student Evaluation, *Teaching Methods
Identifiers—Individual Family Service Plans
This "ERIC Flyer File" presents a collection of digests, minibibliographies, excerpts, and reprints on culturally and linguistically diverse exceptional learners. The collection of 18 items addresses 3 areas: assessment, curriculum and instruction, and parent involvement. The six resources on assessment focus on young Hispanic children with deafness, language disorders in bilingual students, dialect differences, use of interpreters and translators, and preventing inappropriate referrals to special education. The nine resources on curriculum and instruction address bilingual special education, effective instruction for children with mild disabilities, functional language instruction for students with moderate to severe disabilities, empowering students with learning problems, English as a Second Language in special education, impact of disability on language acquisition, learning styles strategies, and multicultural education. A bibliography on instruction and program development is also provided. Three resources discuss parent involvement, specifically communicating with culturally diverse parents, use of ecocultural theory as a context for the Individual Family Service Plan, and a bibliography. (JDD)

FL

ED 323 813 FL 018 934
Wolfram, Walt
Dialect Differences and Testing. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-07
Pub Date—Oct 90
Contract—R188062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dialects, *English, Language Tests, Lower Class, *Minority Groups, *Standardized Tests, *Test Bias, *Testing, Test Items
Identifiers—ERIC Digests
Questions are addressed that focus on why lower class and minority group test takers score lower on standardized tests than their middle class Anglo counterparts. The questions include the following: (1) In what ways can dialect differences affect testing? (2) How can dialect differences directly affect a test of language? (3) Shouldn't standard English forms be upheld as the correct norm for language tests when the goals of education typically require students to be familiar with standard English? (4) Is there a method for predicting which test items in a language test might be dialect-biased? (5) Are some tests more biased than others with respect to dialects? (6) In what ways might dialect differences influence tests not focused on language? (7) What knowledge about testing should educators have in order to be fair to test takers who speak vernacular dialects of English? and (8) What might be done to make tests more dialectically fair? (VWL)

ED 324 971 FL 018 963
Gebhard, Jerry G.
The Supervision of Second and Foreign Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-06
Pub Date—Nov 90
Contract—R188062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Language Teachers, Learning Activities, *Second Language Instruction, *Teacher Education, *Teacher Supervision, Teaching Methods
Identifiers—ERIC Digests
Language teacher supervisors see their role as: (1) training teachers to go from their actual to ideal teaching behaviors; (2) providing a means for teachers to reflect on and work through problems in their teaching; (3) furnishing opportunities for teachers to explore new teaching possibilities; and (4) providing teachers with opportunities to acquire knowledge about teaching and to develop their own theory of teaching. It is important for supervisors to realize that the goal of supervision-improvement of instruction-is problematic because of the complex relationship between teaching and learning. The focus of training is on specific outcomes that can be achieved through a sequence of steps, commonly within a specified period of time. Some aspects of teaching are not easily mastered. A variety of activities focus on teacher development. These activities, incorporated into the supervisory process, provide opportunities for teachers to become more informed and capable of making their own decisions about improving their teaching. In most contexts, the creative supervisor, equipped with instruments to train and methods that offer teachers a chance to develop, can encourage teachers to learn and to build a more complex theory of teaching. (VWL)

ED 324 972 FL 018 964
Willetts, Karen F. Short, Deborah J.
Planning Middle School Foreign Language Programs. ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-05
Pub Date—Nov 90
Contract—R188062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Elective Courses, *Middle Schools, *Program Descriptions, Program Design, Program Implementation, Required Courses, *Second Language Instruction, *Second Language Programs
Identifiers—ERIC Digests
This digest highlights the planning phase of developing and implementing middle school foreign language programs, focusing particular attention on program types and criteria for selecting an appropriate program. Specific issues addressed include the following: (1) Which language or languages should be taught? (2) At what grade level should foreign language instruction begin?; (3) Should the foreign language courses be required or elective, and, if elective, should only certain students be enrolled?; (4) What is the optimal frequency and allocated time for a foreign language course?; (5) Which type of foreign language program should be offered? and (6) How can program articulation be established and maintained? (VWL)

ED 327 066 FL 019 026
Clifford, Ray
Foreign Languages and Distance Education: The Next Best Thing to Being There. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-08
Pub Date—Dec 90
Contract—R188060210
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Distance Education, *Instructional Effectiveness, *Interaction, Program Descriptions, *Second Language Instruction, *Second Language Learning, Telecommunications
Identifiers—ERIC Digests
This digest focuses on the teaching of foreign languages through distance learning, which refers to instruction via satellite or other long-distance telecommunication technology. The following questions are addressed: (1) What is distance learning? (2) Why is distance learning used? (3) How can distance learning provide the interaction necessary

for developing foreign language skills? (4) Why hasn't the option of two-way communication been used more extensively in distance education? (5) Are there examples of programs that teach language via distance learning? (6) How effective is foreign language teaching via distance learning? and (7) What are some keys to successful distance learning programs? (VWL)

ED 327 067 FL 019 027
deLopez, Mary And Others
Local Advocacy for Second Language Education: A Case Study in New Mexico. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-09
Pub Date—Dec 90
Contract—RI88060210
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advocacy, Case Studies, *Community Cooperation, Language Teachers, *Second Language Instruction, State Legislation
Identifiers—English Plus Legislation, ERIC Digests, *New Mexico (Albuquerque)
The experience of the Albuquerque, New Mexico second language community is presented as a case study of successful local advocacy. The formation of the Albuquerque Language Teachers Association and the New Mexico State Task Force on Modern and Classical Languages is described, and the passage by the State legislature of a resolution on language rights that makes New Mexico the first state to take an official "English Plus" stance is discussed in detail. Six strategies that have contributed to the success of advocacy efforts in New Mexico are: (1) building a community within the ranks; (2) identifying specific goals; (3) identifying a committed action group; (4) seeking advice and outside support; (5) utilizing effective management strategies; and (6) maintaining flexibility and a positive attitude. (VWL)

ED 328 082 FL 019 051
Phillips, June K.
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-11
Pub Date—Jan 91
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Needs, Educational Strategies, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Instructional Effectiveness, *Instructional Improvement, *Language Maintenance, *Language Proficiency, *Language Teachers, Second Language Instruction, Teacher Associations
Identifiers—ERIC Digests
Language teachers recognize that improving their foreign language proficiency is an ongoing process. New ways of evaluating teachers' language skills, and curriculum changes emphasizing performance highlight skill inadequacies. Many teachers have not reached functional language levels, and language skill upgrading is a more relevant issue than skill maintenance. Other teachers have used their skills only or largely in restricted classroom conditions, with limited opportunities to hear native speech. Teachers can participate in formal and informal programs to enhance their proficiency, including study and travel abroad programs and institutes and summer seminars. The concept of academic alliances, in which teachers assume some responsibility for their own pedagogic and linguistic growth, has taken root in many areas. Local groups identify their own needs and arrange opportunities to practice and improve language skills. Research supporting the effectiveness of these learning experiences is limited. Programs with specific missions to upgrade language proficiency are designed to concentrate on improving teachers' abilities in higher-level tasks of narration, explanation, hypothesis, negotiation, and supported opinion. As future programs are developed, assessment of their effectiveness should be included. (MSE)

ED 328 083 FL 019 052
Curtain, Helena
Foreign Language Learning: An Early Start. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-10
Pub Date—Dec 90
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Curriculum Development, Educational Benefits, Educational Objectives, Elementary Education, *Elementary School Curriculum, *FLES, Global Approach, Information Sources, Language Proficiency, Second Language Learning, *Second Language Programs, Skill Development, Teaching Methods
Identifiers—ERIC Digests
Interest in elementary school foreign language programs has resurfaced in recent years, and the number of programs is increasing. Many states are requiring foreign language study at the elementary level. For a local school or community seeking to implement elementary school language programs, it is important that a rationale be developed to meet the needs and priorities of the area or institution. A rationale should address the benefits of language learning, the choice of languages to be taught, and the type of instruction to be used. A general rationale for teaching foreign languages in the elementary school includes: the advantages of a longer sequence of instruction in terms of higher achievement levels; development in children of a global attitude; enhancement of general cognitive skills; enhancement of communication skills; and personal and career benefits. Research reports and studies, state curriculum guides, and school curriculum guides can all provide useful information on developing a foreign language program rationale. The educational system should provide as expansive a curriculum as possible if education is to prepare children for the complicated world they live in and give them tools to understand new challenges. (MSE)

ED 329 130 FL 019 108
Lewelling, Vickie W.
Academic Achievement in a Second Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-01
Pub Date—Feb 91
Contract—RI88060210
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Bilingual Education Programs, Elementary Secondary Education, *English (Second Language), Immersion Programs, Language Acquisition, *Limited English Speaking, Program Design, *Second Language Learning, *Transfer of Training
Identifiers—Content Area Teaching, ERIC Digests
The academic achievement of limited-English-speaking (LEP) students has long been a major national educational concern. This digest focuses on: (1) factors that promote or inhibit academic achievement in a second language; (2) the length of time needed for LEP students to achieve at comparable levels in school with their native English-speaking peers; (3) the transfer of skills in the first language to English; (4) program models that promote academic achievement in a second language; and (5) the assessment of academic achievement. (VWL)

ED 329 131 FL 019 109
Olson, Paula
Referring Language Minority Students to Special Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-12
Pub Date—Mar 91
Contract—RI88060210
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Federal Legislation, *Limited English Speaking, *Referral, *Special Education, *Student Characteristics, *Student Needs, Testing
Identifiers—ERIC Digests, *Language Minorities
This digest discusses the process of referring language minority students to special education, focusing specifically on the problems of overreferral and underreferral. The prereferral process, the assessment and referral process, and the characteristics and behaviors of language minority students in need of special education are described in detail. (VWL)

ED 332 533 FL 019 177
Wilcox, Sherman Wilcox, Phyllis
Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-524679-2
Pub Date—91
Contract—RI88062010
Note—142p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*American Sign Language, Course Descriptions, *Cultural Awareness, *Deafness, Diachronic Linguistics, Evaluation Methods, Instructional Materials, Language Attitudes, Postsecondary Education, *Program Design, *Second Language Instruction, Second Language Learning, Teaching Methods
During the last decade, the study of American Sign Language (ASL) as a second language has become enormously popular. More and more schools and universities recognize the important role that ASL can play in foreign language education. This monograph provides a comprehensive introduction to the history and structure of ASL, to the Deaf community and the culture of the Deaf people, to the methods of teaching ASL as a second language, and to the many issues facing the field of ASL instruction. Extensive information is offered to help the ASL student understand the language in its cultural context and to help ASL educators and program administrators design an appropriate plan of instruction for ASL as a second language. (VWL)

ED 333 713 FL 019 196
Domke, Darla
Creative Activities for Teaching English as a Foreign Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-03
Pub Date—Jun 91
Contract—RI88060210
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, Classroom Techniques, Creativity, Cultural Awareness, *English (Second Language), Foreign Countries, Music, *Second Language Instruction, Second Language Learning, Student Participation, Vocabulary Development
Identifiers—ERIC Digests
This digest presents ideas for teaching English as a Foreign Language (EFL) in foreign countries where textbooks or other traditional instructional materials are limited or unavailable. The activities discussed emphasize student participation, require creativity, and encourage students to enjoy learning

English. Four particular activities used by one EFL teacher in Czecho-Slovakia are described in detail. One activity uses music, another aims to teach cultural aspects of the linguistic culture being studied as well as the language, the third structures the EFL program around a specific activity requiring active participation by students, and the fourth focuses on vocabulary. (VWL)

ED 333 714 FL 019 197
Short, Deborah J. Willetts, Karen
Implementing Middle School Foreign Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-02
Pub Date—Jun 91
Contract—RI88060210
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Instructional Materials, Intermediate Grades, Junior High Schools, *Language Teachers, *Middle Schools, *Program Implementation, Scheduling, Second Language Instruction, *Second Language Programs, Staff Development, Teacher Certification, Teacher Recruitment, *Teaching Methods
Identifiers—ERIC Digests
This digest discusses the issues involved in implementing middle school foreign language programs. A number of implementation and instructional issues are highlighted, including: scheduling, staffing, teacher recruitment, teacher certification, staff development, curriculum development, teaching methods, and instructional materials. (VWL)

ED 333 763 FL 800 364
Peyton, Joy Kreft, Ed. Staton, Jana, Ed.
Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English. Language in Education Series, No. 77.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-969338-6
Pub Date—91
Contract—RI88062010
Note—160p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, *Dialog Journals, *English (Second Language), *Journal Writing, Limited English Speaking, *Literacy Education, Second Language Learning, *Teaching Methods
This monograph focuses on the use of dialogue journal writing for developing the literacy skills of adult English-as-a-Second-Language (ESL) students. A rationale is presented for making open and continuing dialogue a central part of any work with adults, and various approaches are suggested for promoting this dialogue with students, tutors, and teachers in many different types of programs. Practical how-to suggestions for starting and maintaining written dialogue with adult ESL students are made, and a comprehensive resource list for further reading about dialogue journal practice and research is included. (VWL)

ED 334 866 FL 800 365
Spanos, George
Cultural Considerations in Adult Literacy Education. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-01
Pub Date—Apr 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *Cultural Awareness, English (Second Language), Instructional Materials, *Literacy Education, *Native Language Instruction, Program Descriptions, Teaching Methods
Identifiers—ERIC Digests, Freire (Paulo)
The main themes of a broad interpretation of literacy are discussed in this digest, and examples of approaches to literacy education in use and resources are cited. The information presented is focused on native language literacy, but the themes, recommendations, and materials are relevant for adults of English as a Second Language. Specific sections highlight: (1) the role of culture in literacy; (2) incorporating culture into adult literacy classrooms (focusing on Freirean, participatory, and learner-centered approaches to literacy education; and (3) exemplary literacy education materials and programs. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 867 FL 800 366
Castaldi, Teresa
Ethnography and Adult Workplace Literacy Program Design. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-02
Pub Date—Apr 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, English (Second Language), *Ethnography, *Literacy Education, *Program Design, Research Methodology
Identifiers—ERIC Digests, *Workplace Literacy
Ethnography is a research approach that seeks to understand and represent the points of view of the members of a particular culture. As in other forms of qualitative research, the data collected are rich in their descriptions of people, places, languages, and events. Ethnographic research can be characterized by its multi-instrumental approach, utilizing such tools as participant observation, notetaking, audio- or videotaping, interviewing informants and compiling biographical data on them, collecting genealogies and life histories, taking photographs or making films, administering questionnaires or surveys, and eliciting ratings and rankings. Teachers, administrators, or researchers seeking to design workplace literacy programs can learn about the home, school, and community contexts of their clients by using some of the techniques described above. Research has shown that ethnographic methods have proven to be highly successful for providing insights into adult literacy students' school, work, home, and community experiences. Such information can be invaluable in the design of training and educational programs for nonnative employees. Investigation of the different domains in which the literacy activities of adult English-as-a-Second-Language workers take place can highlight the wide range of activities that involve reading and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 868 FL 800 371
Quezada, Shelley
The Role of Libraries in Providing Services to Adults Learning English. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-03
Pub Date—Jul 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Learning, Conferences, *English (Second Language), *Library Role, *Literacy Education, Second Language Learning
Identifiers—ERIC Digests
This digest discusses some of the challenges facing libraries in the area of service to adults learning English as a Second Language. It describes services provided for this population by some libraries, and suggests tools and approaches that other libraries can use. It also outlines actions that participants at the 1991 White House Conference on Libraries and Information Service, as well as others, may follow. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 870 FL 800 387
Wiley, Terrence
Measuring the Nation's Literacy: Important Considerations. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-04
Pub Date—Jul 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English (Second Language), *Illiteracy, Limited English Speaking, *Literacy, *Measurement Techniques, *Oral Language, Self Evaluation (Individuals), Testing
Identifiers—ERIC Digests
This digest focuses on measuring literacy in the United States. Various reports and surveys offer conflicting data on the extent of illiteracy, but it is generally agreed upon that the rates are alarmingly high. Information provided in this digest highlights the problem of defining literacy and the limitations of various approaches to measuring literacy, confusing illiteracy with non-English literacy, and confusing limited oral language proficiency in English with illiteracy. It is concluded that in relying on literacy data to develop informed educational policies for schools, communities, and the workplace, the three major approaches to measuring literacy provide information that is necessarily constrained by how literacy is conceptualized and by limitations in the allocation of resources for assessing literacy in languages other than English. Direct measures of literacy are preferable to the other approaches, but attention must be given to their ecological validity. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 871 FL 800 397
Santopietro, Kathleen Peyton, Joy Kreeft
Assessing the Literacy Needs of Adult Learners of ESL. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-07
Pub Date—Oct 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *English (Second Language), Literacy Education, *Measures (Individuals), *Needs Assessment, *Student Needs
Identifiers—ERIC Digests
Traditionally, student assessment has focused on measuring learner skills. Assessment of literacy needs, from the learner's perspective, is also an important part of an instructional program. This digest focuses on ways to determine what learners want or believe they need to learn. Many of the activities described can include or lead to assessment of proficiencies, and many of the sources cited include both types of assessment. Specific attention is focused on the definition of a needs assessment, the importance of a needs assessment, and assessment tools. In addition, a needs assessment conducted in one adult literacy program, the Adult Literacy Evaluation Project in Philadelphia (PA), is summarized. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 872 FL 800 398
Pharness, Gary
A Learner-Centered Worker Education Program. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-08
Pub Date—Oct 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English (Second Language), Foreign Countries, *Literacy Education, *Program Descriptions, *Program Effectiveness, *Student Centered Curriculum
Identifiers—*British Columbia (Vancouver), ERIC Digests, *Workplace Literacy
Despite increasing awareness of the need for workplace literacy programs to focus on adults' personal needs and interests and on long-term employment needs, many worker education programs for adults learning English as a Second Language continue to limit themselves to specific training for particular jobs. The Hastings Institute, Inc., a non-profit corporation of the City of Vancouver, British Columbia, developed the Vancouver Municipal Workplace Language Program for Vancouver City employees. This writing-based, learner-centered program is one of several that are influencing the design of worker literacy education across Canada and the United States. This digest describes the needs of Vancouver's linguistically and vocationally diverse workforce, and the city's response to those needs. The worker education program designed by the Hastings Institute is described, typical questions about the program are answered, and the success and spread of the program is highlighted. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 873 FL 800 399
Bartlett, Karen J. Vargas, Flavio O.
Literacy Education for Adult Migrant Farmworkers. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-05
Pub Date—Sep 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Literacy Education, *Migrant Workers, *Program Descriptions
Identifiers—ERIC Digests
This digest describes the population of migrant farmworkers, some of their educational challenges, and programs currently available to serve them. Challenges cited include the constant mobility of migrant farm workers as they follow the crops, lack of a national record system to track the progress of adults, lack of transportation, and lack of child care. Fear is also a factor; many undocumented workers are afraid to apply for programs even when qualified. The two main types of programs available to these workers are homestate and "upstream"--in either case it has been found that incamp programs with social assistance components are the most effective. The most crucial factor, however, is personal goal-setting, with instructional materials that capitalize on the learning styles and strategies of the students. The choice of staff is also crucial, and regular feedback from learners is important to keep classes on track and provide teachers with essential information. Recommendations are provided for additional services. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 874 FL 800 400
Isserlis, Janet
Workplace Literacy Programs for Nonnative English Speakers. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-06
Pub Date—Oct 91
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, *English (Second Language), Evaluation Methods, *Literacy Education, *Needs Assessment, *Program Descriptions, Program Design
Identifiers—ERIC Digests, *Workplace Literacy
Workplace-based educational programs are not new. Recent perceptions of a national literacy crisis and the need for a competitive workforce, however, have resulted in the development of new programs across the country, many of which provide literacy and language training for nonnative English speakers. This digest focuses on the reasons for initiating workplace programs; types and essential features of programs; importance of conducting a needs assessment in order to determine appropriate curricula, materials, and teaching approaches; ways to design programs, construct curricula, and choose materials; and learner assessment. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 325 033 HE 023 950
Jones, Dionne J. Watson, Betty Collier
"High Risk" Students and Higher Education: Future Trends. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-3
Pub Date—Sep 90
Contract—RI88062014
Note—3p.; For the report on which this digest is based, see ED 321 726.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, Academic Persistence, *Dropout Prevention, Dropout Research, *Educationally Disadvantaged, Higher Education, *High Risk Students, Institutional Role, Potential Dropouts, *Student Attrition, *Student Development, Student Problems
Identifiers—ERIC Digests
Student attrition is a major problem for American colleges and universities because an increasing number of enrollees fit the demographic and socioeconomic profile of "high-risk" students, who consist in general of minorities, the academically disadvantaged, the disabled, and those of low socioeconomic status. Declining enrollments leave institutions with unused building capacity, increased costs per student, funding difficulties, and increasing pressure to lessen the difficulty of the curriculum, thus undermining the school's academic significance. Understanding attrition and risk is critical to achieving success among the high-risk group by the 21st cdntury. Most students begin school with positive attitudes; however, differences in race, gender, and social class often begin to emerge in early childhood education and increase through high school and college. Through negative conditioning, such as prejudice and lack of understanding among teachers towards the "different" student, low self-esteem is unintentionally created and nurtured. This low self-esteem can in time force students to "cooperate" with forces that create antisocial behavior and influence the drop-out mentality when circumstances become difficult to deal with. High-risk students must be challenged to develop academic and non-academic skills and competencies associated with success in college, and teachers, counselors, and administrators must persist in seeing that programs are completed through appropriate nurturing behavior. Contains five references. (GLR)

ED 327 130 HE 024 194
Layzell, Daniel T. Lyddon, Jan W.
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ASHE-ERIC Higher Education Report 4, 1990.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-01-X
Pub Date—90
Contract—RI88062014
Note—134p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
Pub Type-- Information Analyses - ERIC Information Analysis Products (071) -- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Budgeting, *Budgets, *Economic Factors, Educational Finance, Educational Legislation, Financial Support, *Higher Education, *Political Influences, Public Policy, Resource Allocation, *Social Influences, Socioeconomic Influences, State Government, State Legislation, Student Financial Aid
State budgeting for higher education is a complex, multifacted process which is influenced by conditions outside both state government and higher education including the historical traditions, political culture, economic and demographic aspects of a state. Noted is the need of higher education to compete with other policy areas for resources and yet retain its autonomous nature. This monograph addresses the following budgeting concerns: environmental factors framing the state budget process for higher education; how these factors affect state budgeting; the primary elements of the state budget process for higher education; how the state higher education budget links resources with state objectives; accountability; costs, productivity, and quality; affordability; economic development; minority and nontraditional students; independent higher education; and the implications of what we know about state-level budgeting for higher education. It is emphasized that all participants, from the state level agency to the department within an institution should be aware of the overall picture of state budgeting for higher education. Includes 190 references. (LPT)

ED 331 337 HE 024 383
Lee, John B. Merisotis, Jamie P.
Proprietary Schools: Programs, Policies and Prospects. ASHE-ERIC Higher Education Report No. 5.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-02-8; ISSN-0884-0040
Pub Date—90
Contract—RI88062014
Note—115p.; For a related document, see HE 024 384.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($17.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Accreditation (Institutions), Certification, Educational Quality, Enrollment, Federal Aid, Higher Education, *Intellectual Disciplines, *Outcomes of Education, *Policy, *Proprietary Schools, State Aid, State Standards, Student Characteristics, Student Financial Aid
This report reviews what is known about today's proprietary schools, their role in higher education, their curricula, the types of students who attend them, educational outcomes of their graduates, and the policy issues that effect them. First, the report discusses the historical aspects of how private career schools evolved from the colonial era to the present day, and how the growth of these schools, after World War II, became closely associated with changes in federal student aid policy. Next, the role of proprietary schools in higher education is reviewed: what the outcomes of education are for their graduates compared to those from more traditional schools; how these schools are operated; and their institutional accountability. Additionally, the basic proprietary school curriculum is described, as well as its educational purpose. The report then discusses the characteristics of a typical proprietary school student, the current enrollment figures, and the educational outcomes of proprietary school graduates. Finally, the policy issues of state governments that can affect career school education are explored concerning accreditation, educational quality, unfair business practice, and protection of the state's financial interests in these schools. Contains an index and 94 references. (GLR)

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ED 331 338 HE 024 384

Lee, John B. Merisotis, Jamie P.

Proprietary Schools: Programs, Policies and Prospects. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-5

Pub Date—Mar 90

Contract—RI88062014

Note—3p.; For a related document, see HE 024 383.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, Educational Quality, Enrollment, Higher Education, *Intellectual Disciplines, *Outcomes of Education, *Policy, *Proprietary Schools, State Aid, State Standards, Student Characteristics

Identifiers—ERIC Digests

This digest summarizes the ERIC report concerning proprietary school education. Many proprietary schools offer no degrees and many of their courses are less than one year. They are profit oriented and market driven with decision making centralized in the ownership. The curricula are job-skills oriented and comprise programs in office, technology (auto mechanics and computers), and personal service. About 60% of proprietary school students receive a certificate or degree, compared to about 40% from a community college. Proprietary school graduates' earnings are similar to those of community college vocational program graduates, however, they are likely to report more periods of unemployment. Enforcement of state licensing and accreditation policies to ensure educational quality, protect the state's financial interests in proprietary schools, and constrain unfair business practices are recommended. Four references. (GLR)

ED 332 562 HE 024 102

Layzell, Daniel T. Lyddon, Jan W.

Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-4

Pub Date—Dec 90

Contract—RI88062014

Note—3p.; For the full report, see ED 327 130.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Educational Economics, *Educational Finance, Financial Support, *Government School Relationship, Higher Education, Legislators, Politics of Education, Resource Allocation, *State Aid, State Colleges, State Universities

Identifiers—ERIC Digests

This digest of a full-length report provides a review of state level budgeting for higher education in terms of the underlying interplay of human and external forces coupled with factors that are present in the budgeting process itself. The environmental context includes historical, political, economic, and demographic factors. These factors explain, at least in part, the wide variance in funding for higher education among the states. Historical traditions, the state's economic climate, and the centralization of the power of higher education within the state's political structure, as well as the aging of the population and the growth of the minority sector all influence the budgeting process. Among the primary elements of the budgeting process (governor, legislature, staffs, educational community), staffs have become increasingly important. Timing is also critical when budgets are placed in competition with numerous other issues of importance to the state. Major policy concerns in higher education in recent years include: (1) accountability, (2) costs, (3) productivity, (4) quality, (5) affordability, (6) economic development, (7) access for minority and nontraditional students, and (8) equity for independent higher education. The implications of these concerns in the state budgeting process are discussed. Includes two references. (GLR)

ED 333 854 HE 024 743

Paulsen, Michael B.

College Choice: Understanding Student Enrollment Behavior. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-6

Pub Date—May 90

Contract—RI88062014

Note—3p.; For full report, see HE 024 744.

Available from—ASHE-ERIC Higher Education Reports, ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183. ($1.00 each).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Applicants, *College Choice, Declining Enrollment, Economic Climate, Enrollment, *Enrollment Influences, Enrollment Trends, *Higher Education, *Institutional Characteristics, Student Characteristics, *Student Recruitment

Identifiers—ERIC Digests

This digest summarizes in a question and answer format a full length report of the same title. It addresses trends in college student enrollment patterns with an emphasis on behavior underlying student choice of college. Demographic changes and cuts in important sources of student financial aid brought significant enrollment declines to higher education in the 1980s. Colleges responded by engaging in market oriented activities intended to attract students while students became more like academic shoppers, preferring vocational, occupational, or professional courses over courses in the traditional arts and sciences. Understanding these student choice behaviors are important so that institutions can enhance their enrollment planning activities and student marketing and recruitment activities. Researchers in psychology, sociology, and economics have done most studies of enrollment behavior. Enrollment effects of changes in the economy are often complex with different results for different levels of society. Understanding individual enrollment behavior can help enrollment managers tailor and target their college's marketing mix of programs, prices, and places. The college search and application phase is important because it is in this phase that students eliminate most colleges from consideration. Colleges can better manage enrollment in the selection and attendance phase by recruiting students consistent with the characteristics of the college or by adjusting the college characteristics to match the characteristics of the desired students. (Included are 9 references.) (Author/JB)

ED 333 855 HE 024 744

Paulsen, Michael B.

College Choice: Understanding Student Enrollment Behavior. ASHE-ERIC Higher Education Report No. 6.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-03-6; ISSN-0884-0040

Pub Date—90

Contract—RI88062014

Note—121p.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($17.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Bound Students, *College Choice, Colleges, Decision Making, Declining Enrollment, *Enrollment, *Enrollment Influences, Enrollment Trends, Higher Education, Institutional Characteristics, Nontraditional Students, Research Needs, *Student Behavior, Student Characteristics, Student Needs, Student Recruitment, Universities

This report discusses enrollment planning by colleges and universities as it concerns the understanding of why students choose to attend one particular college over another. First, the past responses of colleges to enrollment-threatening changes are presented. Next, an explanation is given of why knowledge of student college choice behavior is important for enrollment planning, student marketing, and recruitment. Then, the conceptual foundations for the study of college choice behavior (psychology, sociology, economics) are discussed, followed by an explanation of why it is important to understand what determines enrollment fluctuations, such as an increasing job market or economic recession. Micro-level studies of college choice behavior, which are used to estimate the effects of institutional and student characteristics on the probability that a particular individual will choose a particular college, are examined. Finally, information related to the following questions is presented and discussed: (1) "what factors are important to students of nontraditional age in making college decisions?" (2) "what are the phases of the college choice process?" (3) "what factors are important in creating a desire to attend college?" (4) "why is the college search and application phase so important?" and (5) "how can an institution more effectively manage enrollment in the selection and attendance phase?" Contains an index and 227 references. (GLR)

ED 333 856 HE 024 745

Astone, Barbara Nunez-Wormack, Elsa

Pursuing Diversity: Recruiting College Minority Students. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-7

Pub Date—Jul 91

Contract—RI88062014

Note—3p.; For full report, see HE 024 746.

Available from—ASHE-ERIC Higher Education Reports, ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Applicants, *Cultural Differences, Demography, Enrollment, Higher Education, *Institutional Role, Labor Force Development, Labor Supply, *Minority Groups, Organizational Objectives, Social Change, *Student Recruitment

Identifiers—*Diversity (Student), ERIC Digests

This digest summarizes in a question and answer format a full length report of the same title. It addresses the importance of recruiting minority students for diversity at institutions of higher education. Noted are increasing numbers for these groups along with the current low education levels found among minorities and the potential shortage of qualified workers. The institution's role in recruiting for diversity is identified as two fold: first, to serve as a center for debate about the issues involved and second, to determine ways in which it can incorporate diversity within itself. Universities are encouraged to recognize and appreciate differences among minority groups and stress, as well as recruitment, factors encouraging persistence to graduation including admissions, financial aid, retention strategies, and involvement of many areas and individuals. Ideally an institution wide effort at minority recruitment is seen as a process with the active support of top administrators. (Included are 8 references.) (Author/JB)

ED 333 857 HE 024 746
Astone, Barbara Nunez-Wormack, Elsa
Pursuing Diversity: Recruiting College Minority Students. ASHE-ERIC Report No. 7.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-04-4; ISSN-0884-0040
Pub Date—90
Contract—RI88062014
Note—143p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Single copy price $17.00 regular, $12.75 for members of AERA, AAHE, AIR, and ASHE).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Admission, College Environment, Demography, *Enrollment, *Enrollment Trends, *Ethnic Groups, Higher Education, *Minority Groups, Population Trends, Postsecondary Education, Program Development, School Holding Power, School Role, Student Financial Aid, *Student Recruitment
Identifiers—*Diversity (Student)
Projections show steady growth in the minority populations of the United States, but entry rates of minorities into postsecondary education are shrinking. Institutions of higher education are now being called upon to exercise leadership in addressing the problem of minority education before it reaches critical proportions. This report examines the recruitment of minority students into postsecondary education. The report discusses (1) what the institution's role is in pursuing diversity through recruitment; (2) how minority students are distinct from each other and from the majority; (3) how the recruitment of minority students is related to other institutional concerns; and (4) whose responsiblity it is to recruit minority students, when it should be done, where it should be done, and how. Also provided are: a historical background of minority recruitment practice; a discussion of what information colleges should be aware of concerning the demographics and diversity of minority populations; a review of a recruitment plan; and summaries, conclusions, and recommendations for further research. Contain 193 references and an index. (GLR)

ED 334 940 HE 024 794
Swift, John S., Jr.
Social Consciousness and Career Awareness: Emerging Link in Higher Education. ASHE-ERIC Higher Education Report No. 8, 1990.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-05-2
Pub Date—90
Contract—RI88062014
Note—119p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Career Awareness, Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, Civics, Cooperative Programs, Curriculum, *Government Role, Higher Education, Policy Formation, *Public Service, Role of Education, School Community Relationship, *Social Responsibility, Student Attitudes, *Student Volunteers
Identifiers—*National Service
Contemporary college students' apparent lack of exposure to citizenship, lack of concern for others, and ignorance of how to be involved citizens has prompted a call for involving students in volunteer service at the national level or as part of the undergraduate experience. This monograph begins by discussing volunteer programs as they relate to higher education including the role universities have traditionally played, and the involvement of various branches of the university community. A further section treats the characteristics and desires of contemporary college students: their environmental, economic, social, political and financial conditions; lessons of the student activism of the 1960s; and the effects of civic participation. The next section explores the economic, social, and personal aspects of volunteering and philanthropy. National service programs are the subject of the fourth section, which discusses their essential elements, congressional efforts, President Bush's proposal to create some type of volunteer service corps, and the effect of national service on higher education. The next section examines the role and action of higher education in service programs including: curricular changes; service-learning education; work-study programs; collaborative efforts between higher education, government, and the private sector; outreach opportunity leagues; campus compacts; faculty participation; and evaluating the effects of civic participation. An index and a bibliography of 140 references are included. (JB)

ED 334 959 HE 024 914
Swift, John S., Jr.
Social Consciousness and Career Awareness: Emerging Link in Higher Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-8
Pub Date—Aug 91
Contract—RI88062014
Note—3p.; For full report, see HE 024 794.
Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Awareness, Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, Civics, Curriculum, *Government Role, Higher Education, *Public Service, Role of Education, *Social Responsibility, Student Attitudes, *Student Volunteers
Identifiers—ERIC Digests
This digest summarizes a full length report of the same title (HE 024 794) which discusses contemporary college students' apparent lack of understanding of citizenship and how it relates to positive career pursuits. A proposal is made to make students more aware of both the need for and the benefit of socially responsible citizens, and for engaging in volunteer service at the national level or as part of the undergraduate experience. The report discusses such programs as they relate to higher education including the role universities should play, the characteristics and desires of the contemporary college student; the level of financial and volunteer support currently exercised; student attitudes toward volunteering, and the appropriateness of national service programs currently under consideration in Congress. (JB)

IR

ED 326 199 IR 014 739
Preston, Nancy R., Comp.
Hypermedia: Design and Application. A Select ERIC Bibliography Prepared Especially for the National Conference and Exhibition of the American Association of School Librarians (5th, Salt Lake City, Utah, October 18-22, 1989). Mini-Bib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, Databases, *Educational Technology, *Hypermedia, Research and Development
The nine references in this bibliography were selected through a computer search of the Educational Resources Information Center (ERIC) database. The following titles are included: (1) "Multimedia in Education" (Sueann Ambron and Kristina Hooper); (2) "Hypermedia in Academia" (Robert Beck and Donald Spicer); (3) "Design Considerations for Hypermedia Systems" (Brian Gaines and Joan Vickers); (4) "Authoring Considerations for Hypertext" (Greg Kearsley); (5) "Hypermedia and Learning: Freedom and Chaos" (Gary Marchionini); (6) "Hypertext and Information Retrieval" (Karen Smith and others); (7) "Hypermedia: Breaking the Tyranny of the Text" (Kay Vandergrift); (8) "Language Learning and Hypermedia" (John Underwood); and (9) "Intermedia: A System for Linking Multimedia Documents" (Nicole Yankelovich). Annotations are provided for each of the articles listed. (DB)

ED 326 212 IR 014 771
Ely, Donald P. And Others
Trends and Issues in Educational Technology. IR-86.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-26-0
Pub Date—89
Contract—RI88062008
Note—70p.; For ERIC Digest pertaining to this document, see ED 320 569.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 ($4.00 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Content Analysis, Distance Education, *Educational Technology, *Educational Trends, Evaluation, Instructional Design, Instructional Development, Instructional Innovation, Interactive Video, Research Methodology, Telecommunications
Based on the findings of a content analysis of representative literature on educational technology, this report examines the trends and issues in the field, beginning in 1988 and continuing into 1989. It is noted that trend analysis, particularly year-to-year analysis which reveals less variability than decade-to-decade analysis, reveals topics of current interest and is more a reflection of the status quo than a prediction of the future. The following trends are identified and discussed: (1) concern for the design and development of instructional products and procedures dominates the professional literature; (2) evaluation is becoming an integral part of the instructional design and development process; (3) there is increasing use of research and development knowledge to solve current problems of teaching and learning; (4) computers can be found in almost every public school in the United States; (5) interactive video is widely accepted as a research and development product, but not in schools and higher education; (6) distance education has become established as a major vehicle for instruction at all levels of education and training; (7) the definition, conduct, and status of professional education in the field continues to preoccupy practitioners; (8) the impact of technology on individuals in the society at large continues to be considered by educational professionals; (9) the applications of telecommunications used in the society at large are reflected in the schools and in postsecondary institutions; (10) the results of research do not appear to have much effect on applications and operations of educational technology; and (11) the curriculum support function is an important element of educational technology programs. The report concludes with a discussion of the methodology used to iden-

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tify the trends; it was written by Glenn LeBlanc. (39 references) (DB)

ED 327 179 IR 014 805
Preston, Nancy R., Comp.
Distance Education at the Elementary and Secondary Level. A Select ERIC Bibliography. ERIC/IR Mini-Bib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Distance Education, *Educational Technology, Elementary Secondary Education, Telecommunications
This annotated bibliography lists 10 articles and documents selected through a search of the Educational Resources Information Center (ERIC) database. They are: (1) "The Use of Computers in the Instructional Process in Australian Distance Education" (Geoff Arger and Debbie Clayton); (2) "Distance Education Technologies: All That Glitters Is Not Gold" (Bruce O. Barker); (3) "Broadening the Definition of Distance Education in Light of the New Telecommunications Technologies" (Bruce O. Barker); (4) "Satellite Learning–A Vision for the Future" (Judy Castleberry); (5) "Proceedings of the Sixth International Conference on Technology and Education" (J. H. Collings and others); (6) "Distance Education. AECT President's Library" (David Giltrow); (7) "The Crisis of Distance Learning–A Dangerous Opportunity" (Abigail L. Hughes); (8) "TVOntario and the School System. A Report Based on Case Studies in Nine School Boards" (Donna Sharon and others); (9) "Linking for Learning: A New Course for Education" (U.S. Congress, Office of Technology Assessment); and (10) "Distance Education for Elementary and Secondary Schools in the United States" (David D. Williams and others). (DB)

ED 327 216 IR 053 435
Hubbard, Susan
Information Skills for an Information Society: A Review of Research. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-85-0001
Note—4p.; This digest is based on a study, "Information Skills for an Information Society. A Review of Research," by Carol Collier Kuhlthau, which is in the ERIC database as ED 297 740.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Integrated Library Instruction, *Curriculum Development, Elementary Secondary Education, Higher Education, *Information Technology, *Learning Resources Centers, *Library Skills, Media Specialists, *Research Skills, School Libraries, Users (Information)
Identifiers—ERIC Digests
Living in an "information society" implies dealing with a barrage of information on a daily basis, with success and survival dependent on the ability to locate, analyze, and use information skillfully and appropriately. Information literacy, which has been defined as the ability to effectively access and evaluate information for a specific need, requires certain integral skills, including the ability to evaluate information or to plan a search strategy. As a result of the introduction of computerized circulation systems, collection databases, online database services, and computer-assisted instruction, library media centers have developed into school information centers. Through the cooperation of teachers and administrators, library media specialists are able to integrate information skills into the curriculum, and to evaluate information about the curriculum. It can be seen that information literacy efforts are well underway. Several states in the United States have integrated library instruction into their curriculums, and the American Federation of Information Processing Societies (AFIPS) has prepared a detailed curriculum to teach information skills to secondary school students. Educators today realize that information literacy can only benefit society–and information illiteracy can cause real harm to individuals and to society. (MAB)

ED 327 217 IR 053 487
Schamber, Linda
Automation for the School Library Media Center. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-3
Pub Date—Nov 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Integrated Library Systems, *Learning Resources Centers, Library Administration, *Library Automation, Library Personnel, *Library Services, *Media Specialists, Online Catalogs, *School Libraries
Identifiers—ERIC Digests
Basic options for the automation of management functions in the school library media center are the circulation system, the online catalog, the acquisitions system, and the serials check-in. In order to select the most appropriate system, library media specialists must: (1) research both the library's needs and the technologies available, and (2) develop plans to guide decisions about purchases, training for staff, and maintenance. The findings of this research will be used to develop detailed plans and budgets that include training for the media specialist and the costs of hardware, software, and databases. Since few integrated systems exist which incorporate all of the library's automated functions, a decision will have to be made whether to install two or more limited integrated systems (such as catalog/circulation and acquisitions/serial check-in) or four separate systems. In either case, compatibility–i.e., the ability to transfer data between systems–is an important feature to be considered. Another major concern is the entry of data in the new system, particularly catalog and circulation data. In addition, retrospective conversion of existing catalog records to machine-readable form can be expensive and time-consuming, whether performed on-site or externally by a vendor. The impacts of automation are both immediate and long-term. School library media centers which have automated their management operations have found that students and faculty have been able to access information more easily and that routine tasks can now be performed more quickly. However, these same library media centers must be prepared to handle a lack of standardization at various access levels, and to learn to work on upgraded software and hardware as they become available. (10 references) (MAB)

ED 327 218 IR 053 488
Blakey, Elaine Spence, Sheila
Developing Metacognition. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-6
Pub Date—Nov 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, *Educational Environment, Elementary Secondary Education, Learning Resources Centers, *Learning Strategies, *Metacognition, Self Evaluation (Individuals), Student Behavior, Teaching Methods, *Thinking Skills
Identifiers—ERIC Digests
Studies show that metacognitive strategies can increase learning skills and that independent use of these metacognitive strategies can be gradually developed in people. The school library media center is the ideal place for students to learn how to develop metacognitive strategies; that is, they can learn how to connect new information to former knowledge, deliberately select thinking strategies, and plan, monitor, and evaluate these thinking processes. There are six basic strategies for developing metacognitive behaviors in students: (1) they must consciously identify what they "know" as opposed to "what they don't know"; (2) they must then develop a thinking vocabulary so that they can verbally describe their thinking processes; (3) they should keep a thinking journal or learning log in which they reflect upon their learning processes; (4) they must also learn how to assume responsibility for regulating their learning activities, including estimating time requirements, organizing materials and scheduling the procedures necessary to complete an activity (the media center's resources lend themselves quite well to this task); (5) they must learn how to review and evaluate these strategies as either successful or inappropriate; and (6) they must participate in guided self-evaluation through individual conferences and checklists focusing on the thinking process. Metacognitive environments must be established in schools if teachers and media specialists are to be able to encourage students' development of problem-solving and learning skills. (4 references and 4 additional readings) (MAB)

ED 327 219 IR 053 489
Bishop, Ann P.
The National Research and Education Network (NREN): Promise of New Information Environments. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-4
Pub Date—Nov 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, *Federal Legislation, Information Management, *Information Networks, National Programs, Systems Analysis, *Systems Development, Telecommunications, User Needs (Information)
Identifiers—ERIC Digests, *National Research and Education Network
This digest describes proposed legislation for the implementation of the National Research and Education Network (NREN). Issues and implications for teachers, students, researchers, and librarians are suggested and the emergence of the electronic network as a general communication and research tool is described. Developments in electronic communications and computing since the late 1960s are reviewed, including the development of such networks as ARPANET, NSFNET, Internet, BITNET, CSNET, and CREN. Implementation of the National High Performance Computing Act of 1990 would provide for: (1) the involvement of science agencies and national libraries in the development of resources for the NREN; (2) the linking of federal and industrial laboratories, educational institutions, and libraries; (3) the development of electronic information resources and services; and (4) the development of supercomputers and advanced software to support scientific and engineering research. However, before such a network can be instituted, several issues need to be resolved, including how to determine costs and management policies, guarantee universal access, provide user support and training, overcome organizational resistance to networking, maintain quality control of information resources, and adapt network services to research and education norms. New initiatives for network research, services, and advocacy have emerged as a

result of growing support for national networking; these include the Corporation for National Research Initiatives, Reference Point, the Coalition for Networked Information, and the Electronic Frontier Foundation. One common goal of these initiatives, one that educators and librarians share, is the desire to shape the future of national networking in such a way that its benefits are made available to a broad range of users. (10 references) (MAB)

ED 327 220 IR 053 490
Schamber, Linda
Library and Information Services for Productivity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-7
Pub Date—Dec 90
Contract—RI88062008
Note—4p.; Productivity, literacy, and democracy are the three themes chosen for the 1991 White House Conference on Library and Information Services.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Computer Networks, *Freedom of Information, *Information Dissemination, *Information Networks, Information Technology, Institutional Cooperation, Policy Formation, *Productivity
Identifiers—ERIC Digests, White House Conference Library Info Services
For the purposes of this digest, productivity is defined as ways in which library and information services can assist agencies, industries, and individuals in producing goods and services effectively and profitably. Two fundamental issues that affect productivity are access and control; two major strategies for improving productivity are cooperation and education. Expanding information services can foster innovation and development among their users–government agencies, industries, libraries, and information centers that disseminate information to a broader spectrum–which can play a vital role in aiding productivity. Yet, these same entities that provide access to information must, at times, limit access to information. The issue of control extends to U.S. policy makers, who must decide whether the release of certain technical and scientific information developed by the United States would undercut U.S. competition globally or threaten national security. The protection of intellectual property rights is yet another issue of control. It seems that information providers must distinguish between what information falls into the realm of the private (classified information) and public (unclassified) domains. The concept of the "virtual library"–whereby the world's knowledge is accessible to anyone sitting at a desktop workstation–is becoming closer to a reality through recently proposed federal legislation, which would, if passed, establish a network to link government, industry, business, and university resources. However, the establishment of such networks will be inappropriate if educators fail to foster the development of information skills in students. (12 references) (MAB)

ED 327 221 IR 053 516
Schamber, Linda
Distance Education and the Changing Role of the Library Media Specialist. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-5
Pub Date—Nov 90
Contract—RI88062008
Note—4p.; This digest is based on a monograph, "Distance Education and the Changing Role of the Library Media Specialist," by Michael A. Burke, which is in the ERIC database as ED 321 775.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Distance Education, *Educational Technology, Elementary Secondary Education, *Futures (of Society), *Learning Resources Centers, *Library Role, *Media Specialists, School Libraries
Identifiers—ERIC Digests, Librarian Teacher Cooperation
Demographic and economic trends indicate that in the future there will be fewer teachers available to teach growing K-12 school enrollments. In addition to this, public education is also experiencing funding shortages. Distance education seems to provide a solution for both of these problems as it offers an equitable way to distribute educational resources, while at the same time making instruction cost-effective. School library media specialists can contribute to developing distance education programs through their roles as instructional consultant, information specialist, teacher, and technological coordinator. They can help to match information resources to course objectives, teaching and learning styles, and subject content to facilitate more creative thinking and critical analysis among students. It is the lack of involvement of individuals, not the course structure, that is the main obstacle to effective distance education programs. The success of a distance education program depends upon the ability of library media specialists to network with teachers, students, administrators, technical experts, and database vendors. An example of a successful program can be seen in the Bay Area (Wisconsin) Public School District. (References and additional readings are provided.) (MAB)

ED 330 372 IR 053 575
Schamber, Linda
ERIC on CD-ROM: Update 1990. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-10
Pub Date—Dec 90
Contract—RI88062008
Note—4p.; Updated by Nancy R. Preston. For the 1988 update, see ED 300 031.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographic Databases, *Computer Software, Microcomputers, Online Searching, *Online Systems, *Online Vendors, *Optical Data Disks, *Reference Services
Identifiers—*ERIC, ERIC Digests
This digest discusses advantages and disadvantages of CD-ROM use in libraries and information centers and lists features of three CD-ROM versions of the ERIC database–Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. Brief descriptions of these products focus on the differences among them, including equipment requirements, search modes, sorting, onscreen help, and print documentation. Recent developments and future directions for these CD-ROM systems are also presented. Addresses and telephone numbers for the vendors are provided. (MAB)

ED 330 373 IR 053 582
Schamber, Linda
The Role of Libraries in Literacy Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-9
Pub Date—Dec 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Educational Needs, Federal Legislation, *Illiteracy, *Library Role, *Library Services, *Literacy Education, National Organizations, National Programs, Research Needs, State Libraries
Identifiers—ERIC Digests
Noting that one of the three major themes for the 1991 White House Conference on Library and Information Services is the role of the library in literacy education, this digest begins by describing how national awareness of the problem has led to legislation, both at the state and federal level, to fund new literacy programs and expand existing ones. Two examples of federal legislation are briefly described: the National Literacy Act (U.S. Senate) and Literacy for All Americans (U.S. House of Representatives). A compromise bill was developed by a joint committee in 1990, but was not voted into law. Also in 1990, the Library Services and Construction Act (LSCA) was reauthorized, with suggestions for increased appropriations. Two new literacy organizations that focus on the needs of special groups are also noted: the Barbara Bush Foundation for Family Literacy, and the National Center for Family Literacy. The results of a national forum on literacy for state libraries held in May 1990 are briefly summarized, and four priorities recommended by this forum for consideration at the White House Conference are given. It is also noted that research is needed to provide current data on the extent of illiteracy and comparable data on the effectiveness of different literacy programs, as well as to reach agreement on the fundamental meaning of the term literacy. The digest concludes with an overview of the types of support for literacy education efforts provided by libraries, including the provision of teaching resources, literacy classes, and targeting groups at risk for literacy-related problems. (5 references/4 additional readings) (MAB)

ED 331 489 IR 014 990
Morse, Ronald H.
Computer Uses in Secondary Science Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-1
Pub Date—Apr 91
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Computer Literacy, *Computer Uses in Education, Databases, Educational Strategies, Interactive Video, Locus of Control, Microcomputers, *Science Education, Secondary Education, *Secondary School Curriculum, Word Processing
Identifiers—ERIC Digests, Microcomputer Based Laboratories
The importance of using computers in a science education class is not limited to computer-assisted instruction (CAI). Computers may also be used as an educational strategy to improve overall learning and computer literacy in students. Research has shown an improvement in academic achievement in students using computers, as well as an increase in scientific reasoning skills and scientific knowledge. Many science teachers are currently using computers to produce tests and worksheets; record, calculate, and post student grades; develop tests and worksheets; and produce supplementary items such as crossword puzzles, posters, and diagrams to support instructional activities. A small number of teachers also use computers as a component in selected laboratory activities, and students are being increasingly introduced to computer database searching. On the cutting edge of classroom computer applications, interactive video disks (on biology, earth science, physics, and chemistry) are making their way into many science classrooms. The major factor inhibiting computer use is insufficient computer hardware and software due to budgetary constraints. Ideally, students would have access to individual microcomputer workstations complete with touch-screen interactive video and high quality computer managed instruction that

would allow them to proceed at their own pace. In this situation, the role of the science teacher would be dramatically different, yet just as valuable and rewarding as it is now. Science education in the future will incorporate computer use–including word processing, many forms of computer assisted instruction (CAI), laboratory instrumentation, interactive video courseware, and scientific database searching–and the educational process will be better because of it. (8 references) (DB)

ED 331 512 IR 053 563
Feldman, Sari
The Library and the Latchkey. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-8
Pub Date—Dec 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Welfare, Elementary Secondary Education, *Latchkey Children, Librarian Attitudes, Library Planning, *Library Role, Policy Formation, *Public Libraries, User Needs (Information)
Identifiers—ERIC Digests
It has been observed that one historical role of the public library is serving the nation's youth. Current economic and social conditions have created the phenomenon of the "latchkey child"–the school-aged child who has no parent or guardian at home after school hours and has no alternative care arrangement. In light of this, this digest examines the public library's responsibility toward latchkey children, surveys library reactions to unattended children in the libraries, and discusses the importance of library policies that will address this problem. It is noted that while some libraries observe the increasing number of unattended children as an opportunity to improve youth services, others find themselves facing philosophic, economic, and legal dilemmas associated with these latchkey children. It is argued that, as each library comes to understand its role in its unique community there will be a clear focus on where it stands relevant to social dilemmas, and that library professionals must be part of a network of policymakers investigating solutions to problems such as latchkey children. In the meantime, the question of whether libraries should provide service to these children beyond standard user services will continue to be debated. (12 references) (MAB)

ED 331 528 IR 053 676
White, Charles S.
Information Technology and the Informed Citizen: New Challenges for Government and Libraries. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-2; EDO-SO-91-4
Pub Date—May 91
Contract—RI88062008; RI88062009
Note—4p.; This digest was produced jointly by the ERIC Clearinghouse on Information Resources and the ERIC Clearinghouse for Social Studies/-Social Science Education.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Depository Libraries, Information Dissemination, Information Networks, Information Technology, *Library Role, Library Services, *Technological Advancement, Telecommunications, *User Needs (Information)
Identifiers—ERIC Digests
Arguing that the foundation of a free civilization is an informed citizenry, this ERIC digest discusses the new challenges faced by the government and libraries in the wake of the Information Age. As electronic technology has accelerated the production and transmission of information, it has become more difficult for the average citizen to access, locate, and interpret information. As a result, the role of libraries as gateways to information, most notably government depository libraries, has become even more essential. The growing availability of electronically based public information carries both benefits–i.e., more information can be tapped more rapidly–and costs. Some of these costs and issues are: the need for the formation of government information dissemination policies; the effects of the privatization of information sources; the lack of usability of government information by the user; and equity of access. Providing a gateway to networks of electronic information is only one of the challenges facing libraries: libraries must also act as guides and educators. It is concluded that libraries must interact effectively with the government, educational institutions, and the commercial sector to successfully meet the information needs of citizens in a 21st-century democracy. (9 references) (MAB)

ED 332 696 IR 015 099
Drug-Free Schools: A National Challenge. Drug Testing.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-90-133
Pub Date—90
Note—29p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Journal Cit—The ERIC Review; v1 n1 1990
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Drug Abuse, *Drug Education, *Drug Use Testing, *Educational Resources, Elementary Secondary Education, Federal Legislation, *Federal Programs, Government Role, Grants, Organizations (Groups), Program Descriptions, Public Agencies, Staff Development, *State Programs
"The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This inaugural issue contains two principal articles: "Drug-Free Schools: A National Challenge," by Samuel Y. Fustukjian, and "Drug Testing," by Amy Klauke and Margaret Hadderman. In addition, the following major features concerned with drug abuse are provided: (1) description of the seven major programs that form the core of the U.S. Department of Education's assistance to state and local education institutions in the war on drugs; (2) a list and description of 16 of the major domestic organizations involved in the war on drugs, together with their addresses and telephone numbers; (3) toll-free sources of help and emergency information; (4) a reading list of 14 major helpful publications; and (5) a list of 14 helpful videotapes, together with price and availability information. An annotated bibliography of 47 new titles in education produced by the ERIC clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database are included. (TB)

ED 332 697 IR 015 100
Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-91-187
Pub Date—Apr 91
Note—33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Journal Cit—The ERIC Review; v1 n2 Apr 1991
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Federal Legislation, Federal Programs, Functional Literacy, *Literacy Education, Organizations (Groups), Primary Education, Program Descriptions, Program Evaluation, Rural Education, Young Children
Identifiers—*Emergent Literacy, ERIC, *Family Literacy
"The ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This second issue contains three principal articles: "Issues in Adult Literacy Education," by JoAnn Crandall and Susan Imel; "Emergent Literacy: An Early Reading and Writing Concept," by Carl B. Smith; and "Adult Literacy Programs in Rural Areas," by Susan Ferrell. In addition, the following features concerned with literacy are provided: (1) highlights of recent literacy initiatives; (2) a list of 16 resource organizations; and (3) a reading list of 40 literacy-related publications. An annotated bibliography of 51 new titles in education produced by the ERIC clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database are included. (TB)

ED 335 027 IR 015 277
Gustafson, Kent L. Powell, Gary C.
Survey of Instructional Development Models with an Annotated ERIC Bibliography. Second Edition.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-91; ISBN-0-93597-32-5
Pub Date—91
Contract—RI88062008
Note—77p.; For the first edition, see ED 211 097.
Available from—Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 ($7.50 plus $2.00 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, Curriculum Development, *Instructional Development, *Instructional Systems, *Models, *Organizational Development, Systems Analysis, *Systems Approach, Systems Development
This paper, which updates and expands on the first edition (1981), begins by presenting a definition of instructional development (ID) and a discussion of its origins. A taxonomy for classifying ID models is then suggested, and it is noted that most ID models have been subjected to only a limited degree of testing. The 12 ID models that are reviewed are divided into the three categories specified by the taxonomy as they focus on the classroom, the product, and the systems. Specific models are described and discussed in each of these categories: (1) classroom–Gerlach and Ely; Heinich, Molenda, and Russell; Dick and Reiser; and Kemp; (2) product–Van Patten; Leshin, Pollock, and Reigeluth; and Bergman and Moore; and (3) systems–IDI (Instructional Development Institute); ISPISD (Inservices Procedures for Instructional Systems Development); Dick and Carey; Seels and Glasgow; and Diamond. The taxonomy and 11 of the 12 models are depicted in 12 figures. A guide to searching ERIC for ID models is provided in the Foreword, and the annotated ERIC bibliography lists 19 journal articles and 14 documents. Instructions for obtaining copies of ERIC documents and journal articles are included. (30 references) (DB)

ED 335 058 IR 053 695
Boss, Richard W.
What Is An Expert System? ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-3
Pub Date—Jun 91
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Computer System Design, Databases, *Expert Systems, *Management Information Systems, Man Machine Systems, Microcomputers

Identifiers—ERIC Digests, Knowledge Bases
This digest describes and defines the various components of an expert system, e.g., a computerized tool designed to enhance the quality and availability of knowledge required by decision makers. It is noted that expert systems differ from conventional applications software in the following areas: (1) the existence of the expert systems shell, or interpreter; (2) the presence of a "knowledge base," or system of related concepts that enables the computer to approximate human judgment; and (3) the sophistication of the user interface. The purpose and functions of these three concepts are discussed in detail, and the computer's operating system is defined in terms of its important role in the implementation of the expert system. Eight additional readings are suggested. (MAB)

ED 335 059 IR 053 731
Brennan, Mary Alice
A Practical Guide to Preservation in School and Public Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-4
Pub Date—Aug 91
Contract—R188062008
Note—4p.; This digest is based on the monograph, "A Practical Guide to Preservation in School and Public Libraries," by Maxine K. Sitts.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Learning Resources Centers, Library Materials, Library Role, Microfilm, National Programs, *Preservation, *Public Libraries, Records Management, *School Libraries, Users (Information)
Identifiers—Commission on Preservation and Access, ERIC Digests
Brittle paper, cheap bindings, mistreatment, and poor storage conditions are threatening to destroy thousands of scholarly documents throughout the United States unless preservation activities are successfully incorporated into all levels of library operations. In order for the preservation and access to information movement to succeed, there must be grassroots involvement, which can begin with school and public libraries. This digest identifies three key areas into which preservation activities fall: awareness, judgement, and advocacy. In the first of four sections methods that can be used to capture the content of brittle books are identified and examples of several national preservation initiatives and programs are presented. The second sections lists eight methods that libraries can use to begin their preservation activities. Highlighted in the third section are ways in which libraries can communicate their commitment to preservation to their financial supporters, vendors, and patrons. The final section presents an overview of the current national preservation agenda, including three of the Commission on Preservation and Access' objectives that are of interest to public and school libraries. (MAB)

ED 335 060 IR 053 768
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1990. An Annotated Bibliography of Information Analysis Products and Other Major Publications of ERIC Clearinghouses, January-December 1990.
ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 91
Contract—RI89002001
Note—120p.; For the 1989 edition, see ED 321 774.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, *State of the Art Reviews
Identifiers—*Educational Information, *ERIC
This annotated bibliography provides citations, abstracts, and indexes for the 355 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1990. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1986-1990) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MAB)

ED 335 061 IR 053 785
Eisenberg, Michael B. And Others
Trends & Issues in Library & Information Science 1990.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-89; ISBN-0-937597-30-9
Pub Date—90
Contract—RI88062008
Note—75p.; For the 1988 edition, see ED 314 099.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-89; $7.50 plus $2.00 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Content Analysis, Elementary Secondary Education, Futures (of Society), Higher Education, Information Science, Learning Resources Centers, *Library Administration, *Library Education, *Library Research, Library Role, *Library Services, Optical Data Disks, *Technological Advancement, Trend Analysis
This synthesis paper provides a state-of-the-art analysis of the field of library and information science based on the results of a content analysis of its literature, including selected journals, conference proceedings, dissertations, and ERIC input. The 14 trends and issues identified by the analysis include developments in technology, management, services, professional education, research and the field. The following trends are discussed: (1) the demand for and provision of end-user access to computer-based information resources; (2) the increase of networks and telecommunications in libraries; (3) the continued growth of CD-ROM technology; (4) the focus on collection management activities by libraries; (5) output-oriented planning and evaluation processes in libraries; (6) libraries' concern with reaching new user groups; (7) literacy promotion; (8) information literacy promotion; (9) the expanded roles and responsibilities of library and information professionals; (10) continuing professional education opportunities; (11) bibliometrics; (12) new research involving artificial intelligence; (13) the continuing challenges to intellectual freedom and to intellectual property rights; and (14) the impact "Information Power: Guidelines for Library Media Programs," a 1988 joint publication of the American Association of School Librarians and the Association for Educational Communications and Technology. (MAB)

JC

ED 324 054 JC 900 498
Williams, Dana Nicole, Ed.
The 1990 Transfer Assembly: Proceedings (Los Angeles, California, March 15-16, 1990).
Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062002
Note—13p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Articulation (Education), College Role, *College Transfer Students, *Community Colleges, Data Collection, *Data Interpretation, Educational Legislation, Higher Education, *Research Problems, State Legislation, *Transfer Policy, Transfer Programs, Two Year Colleges
In March 1990, the Center for the Study of Community Colleges in Los Angeles hosted a Transfer Assembly as part of an on-going effort to stabilize the imprecise definitions and data relating to student transfers from community colleges to four-year institutions. This report provides excerpts from six of the presentations given to the assembly. First, Mike Nettles discusses the collection methods, content, and scope of the various types of available data on transfer, and reviews evaluative purposes those data might serve. Next, Burton R. Clark emphasizes the "public accountability" factor served by data collection, suggesting that the collection of data on transfer prompts honest self-reporting and promotes both the institutional integrity of, and public respect for, the community college. Next, Jim Palmer underscores the importance of developing an operational definition for the calculation of transfer rates. Then, Louis Bender discusses the increasing influence of state legislatures through the passage of resolutions and provisions relating to transfer and articulation, and the growing national concern for transfer/articulation problems. Next, Charles McIntyre addresses the issue of data standardization, longitudinal data collection, and guidelines for the use of accountability data. Finally, Judith Eaton uses a hypothetical conversation between a wealthy benefactor and an evasive, ill-informed community college president to illustrate the inability of community college officials to provide meaningful, intelligent information about the institutional transfer experience. (GFW)

ED 324 071 JC 900 521
Greenfield, Richard K., Ed.
Developing International Education Programs. New Directions for Community Colleges, Number 70.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-823-1; ISSN-0194-3081
Pub Date—90
Contract—R188062002
Note—125p.
Available from—Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104 (single copy, $14.95; quantity discounts available).
Journal Cit—New Directions for Community Colleges; v18 n2 Sum 1990
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Ancillary School Services, Annotated Bibliographies, Community Colleges, *Consortia, *Crosscultural Training, Cultural Awareness, Curriculum Development, Foreign Students, Global Approach, *Intercollegiate Cooperation, *International Educational Exchange, International Trade, Learning Modules, Program Descriptions, School Community Relationship, Second Language Instruction, Student Personnel Services, *Study Abroad, *Teacher Exchange Programs, Teacher Recruitment, Technical Assistance, Two Year Colleges
Designed to assist community colleges in moving

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from a rhetorical and general interest in international education to a practical and effective international education program, this monograph contains 11 essays which discuss ways of developing reasonably effective programs. This book contains the following articles: (1) "Lessons from the Past in Developing International Education in Community Colleges," by David G. Scanlon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Jane Edwards and Humphrey R. Tonkin; (3) "The Effective Development of Nontraditional Study-Abroad Programs," by William K. Spofford, which examines study abroad programs for college sophomores and seniors as well as students without foreign language proficiency; (4) "Facilitating Faculty Exchange," by Brenda S. Robinson; (5) "Consortial Approaches to International Education," by John J. McLean, which examines a consortium offering overseas study opportunities; (6) "Developing American Two-Year College Programs Abroad," by William E. Greene; (7) "Adding an International Dimension to the Community College: Examples and Implications," by Seymour H. Fersh, which focuses on nine community colleges with strong international programs; (8) "Foreign Technical-Assistance Programs," by Maxwell C. King, which describes a community college consortium's efforts to provide technical assistance to underdeveloped countries; (9) "Effective Support Services for International Students," by Martin J. Tillman; (10) "Developing the Campus-Community Link in International Education," by Gail A. Hochhauser, which examines programs to involve both foreign and U.S. students in international education; and (11) "Sources and Information: Internationalizing the Community College," by Ruth I. Cape and Anita Y. Colby, which presents an annotated bibliography of recent ERIC documents and journal articles on international education. (PAA)

ED 325 175 JC 900 577

Holleman, Margaret, Ed.

The Role of the Learning Resources Center in Instruction. New Directions for Community Colleges, Number 71.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-803-7

Pub Date—90

Contract—RI88062002

Note—120p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95).

Journal Cit—New Directions for Community Colleges; v18 n3 Fall 1990

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiovisual Aids, *College Libraries, College Outcomes Assessment, Community Colleges, Computer Uses in Education, Curriculum Development, Developmental Studies Programs, *Educational Media, Educational Technology, Extension Education, *Instructional Materials, International Educational Exchange, *Learning Resources Centers, Library Science, Professional Development, Self Evaluation (Groups), Telecourses, Two Year Colleges

With the availability of technologically advanced instructional delivery systems, and the educational reform efforts of state and federal governments, the role and importance of community college learning resource centers (LRC's) have expanded tremendously since their experimental beginnings in 1939. This volume contains the following articles describing the involvement of LRC's in instruction: (1) "Linking the LRC with Student Assessment," by Gloria Terwilliger; (2) "Vital Connections: Composition and Bibliographic Instruction Theory in the LRC," by Lori Arp and Kathleen Kenny; (3) "Role of the LRC in Developmental and Literacy Education," by Margaret Holleman, Julie Beth Todaro-Cagle, and Barbara Murray; (4) "The LRC's Role in Helping Faculty Internationalize the Community College Curriculum," by Liz Bailey, Nancy E. Buchanan, and Margaret Holleman; (5) "LRC-Based Professional Development," by Howard Major; (6) "LRC Support for Off-Campus Education," by W. Lee Hisle; (7) "Telecourses: Instructional Design for Nontraditional Students," by Theodore W. Pohrte; (8) "Active Learning and the LRC," by Richard L. Ducote, Alicia T. Tibbals, and Steven E. Prouty; (9) "LRC Microcomputer Services for Instructional Support," by Michael D. Rusk; (10) "Self-Study Methods for the Library and the LRC," by Antoinette M. Kania; (11) "A Survey of User Education Programs in Community College LRC's," by Eileen Dubin; and (12) "The Instructional Role of Two-Year College LRC's," by Lisa Raufman, Dana Nicole Williams, and Anita Colby. (GFW)

ED 327 222 JC 900 449

Williams, Dana Nicole

The Survival of Private Junior Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-89-07

Pub Date—Dec 89

Contract—RI88062002

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, Church Related Colleges, *Declining Enrollment, Educational Trends, Financial Support, *Institutional Characteristics, *Private Colleges, *Private Education, Public Colleges, Student Recruitment, *Two Year Colleges

Identifiers—ERIC Digests

Private liberal arts junior colleges reached their peak during the 1940's, when nearly 350 of them provided an educational alternative for over 100,000 students nationwide. In 1989, only 89 private two-year institutions were in existence, accounting for less than 1% of the nation's two-year college students. Following the second World War, several factors combined to stem the expansion of private junior colleges including the introduction and growing strength of public community colleges, the demands of World War II veterans for educational opportunities, and financial constraints brought on by small enrollments. While enrollments have declined significantly, the Association of American Colleges in 1975 stressed the importance of maintaining a system of private education, highlighting its ability to add diversity, provide leadership, offer competition to the public system and save the taxpayers money. The most serious threats to private junior colleges are competition for students from public community colleges and financial constraints. Proposals to solve these problems include establishing cooperative programs to share resources with local community colleges, employment of part-time faculty, and more heterogeneous recruitment and curriculum development, particularly in the church-related colleges. The potential for private junior colleges to survive into the 21st century depends upon their ability to effectively market their strengths, expand their enrollment bases, operate in a fiscally responsible manner, and maintain strong leadership and a committed faculty. (JMC)

ED 330 419 JC 910 216

MacDougall, Peter, Ed. Friedlander, Jack, Ed.

Models for Conducting Institutional Research. New Directions for Community Colleges, Number 72.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-804-5

Pub Date—90

Contract—RI88062002

Note—109p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95).

Journal Cit—New Directions for Community Colleges; v18 n4 Win 1990

Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accreditation (Institutions), Community Colleges, Consortia, *Data Collection, Educational Legislation, Educational Research, Evaluation Research, Government School Relationship, Institutional Cooperation, *Institutional Research, Instructional Effectiveness, Models, *Organizational Effectiveness, Outcomes of Education, *Research Methodology, Research Needs, Research Problems, *Self Evaluation (Groups), *Two Year Colleges

Recent mandates from state and accrediting agencies are requiring community colleges to provide evidence of their success in such areas as basic skills and remediation, general education, major-field content, student development, transfer effectiveness, job training, job placement, and fiscal accountability. This volume, in addition to describing some contemporary mandates for institutional effectiveness, presents a range of institutional research models that can be used to seek answers to the complex questions being posed. The volume includes the following nine articles: (1) "The Traditional Centralized Model of Institutional Research," by Julie Slark; (2) "The Centralized Research Model in a Multicampus District," by John Losak; (3) "The Coordinated Research Model in a Multicampus District," by Janis Cox Jones; (4) "The Decentralized Research Model," by Peter MacDougall, Jack Friedlander, Elaine Cohen, and John Romo; (5) "The Centralized-Decentralized Research Model," by Marylin Orton; (6) "Research by Voluntary Consortium," by Don Doucette and Jeffrey A. Seybert; (7) "t-Test for Two: A State-Local Research Partnership," by Daniel D. McConochie and James D. Tschechtelin; (8) "The State Agency-College-Mandated Approach," by Madan Capoor and Edward Morante; and (9) "Responding to Mandates for Institutional Effectiveness," by Jack Friedlander and Peter R. MacDougall. (PAA)

ED 330 420 JC 910 217

Stanley, Linda C., Ed. Ambron, Joanna, Ed.

Writing across the Curriculum in Community Colleges. New Directions for Community Colleges, Number 73.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-785-5; ISSN-0194-3081

Pub Date—91

Contract—RI88062002

Note—113p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95).

Journal Cit—New Directions for Community Colleges; v19 n1 Spr 1991

Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Colleges, *Curriculum Development, Faculty Development, Interdisciplinary Approach, Journal Writing, Learning Theories, Limited English Speaking, Note Taking, Program Descriptions, Program Design, Program Evaluation, Program Implementation, Teacher Attitudes, *Teaching Methods, Two Year Colleges, *Writing Across the Curriculum, *Writing Improvement, *Writing Instruction, Writing Skills, Writing Strategies

Designed to assist program planners and administrators at community colleges in initiating a Writing Across the Curriculum (WAC) program or determining the future direction of one already in existence, this sourcebook provides 15 articles on various aspects of WAC theory and practice. The following articles are included: (1) "History of WAC and Its Role in Community Colleges," by Joanna Ambron; (2) "Building on Realities: WAC Programs at Community Colleges," by Barbara R. Stout and Joyce N. Magnotto; (3) "On Using Writing," by Lee Odell; (4) "Toward a New Paradigm in Writing Across the Curriculum," by Martin B. Spear, Dennis McGrath, and Evan Seymour; (5) "A Solution to Student-Faculty Mismatch," by Marsha Z. Cummins, Jacqueline Stuchin-Paprin, and Judith R. Lambert; (6) "The WAC Workshop," by Julie Bertch and Delryn R. Fleming; (7) "Writing-to-Learn Assignments: The Journal and the Microtheme," by Linda C. Stanley; (8) "Discipline-Specific Assignments: Primary Resources for Writing Across the Curriculum," by Hannah Karp Laipson; (9) "Formalizing WAC in the Curriculum: Writing-Emphasis Courses," by Patricia Durfee, Ann Sova, Libby Bay, Nancy Leech, Robert Fearrien, and Ruth Lucas; (10) "Organizing a WAC Evaluation Project: Implications for Program Planning," by Gail Hughes-Wiener and Susan K. Jensen-Cekalla; (11) "Adapting Language Across the Curriculum to Diverse Linguistic Populations," by

Linda Hirsch, Joanne Nadal, and Linda Shohet; (12) "Literacy and Learning: Integrated Skills Reinforcement," by JoAnn Romeo Anderson, Nora Eisenberg, and Harvey S. Wiener; (13) "The Writing Consultancy Project," by Christine M. Godwin; (14) "Beyond Writing Across the Curriculum: The Community Communication Corps," by Stanley P. Witt; and (15) "Sources and Information" by Dana Nicole Williams (an annotated bibliography of recent ERIC literature on WAC programs at community and junior colleges). (PAA)

ED 333 933 JC 910 325

Angel, Dan, Ed. Barrera, Adriana, Ed.

Rekindling Minority Enrollment. New Directions for Community Colleges, Number 74.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-786-3; ISSN-0194-3081

Pub Date—91

Contract—RI88062002

Note—135p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95).

Journal Cit—New Directions for Community Colleges; v19 n2 Sum 1991

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, *Access to Education, *Affirmative Action, College Students, College Transfer Students, Community Colleges, Educational Opportunities, Equal Education, Faculty Development, Faculty Integration, *Minority Groups, Minority Group Teachers, Program Descriptions, School Holding Power, *Student Recruitment, Two Year Colleges, Two Year College Students

A variety of community college programs and services designed to enhance minority student participation and success in higher education are described in this volume. Issues related to minority student recruitment, retention, and transfer to four-year institutions, and to minority staff professional development are explored in the following 15 articles: (1) "Minority Participation in Community Colleges: A Status Report," by Adriana Barrera and Dan Angel; (2) "Community College Access: Barriers and Bridges," by Raul Cardenas and Elizabeth Warren; (3) "Model Programs in Minority Access," by Roy G. Phillips; (4) "Minority Student Recruitment," by Anne E. Mulder; (5) "Minority Student Recruitment: A Connecticut Model," by Ronald A. Williams and Mary Anne Cox; (6) "Minority Student Retention," by James C. Henderson; (7) "Minority Student Retention: The Prince George's Community College Program," by David P. James; (8) "Minority Student Retention: ENLACE," by Mauro Chavez and Margarita Maestas-Flores; (9) "Minority Transfer: A National and State Legislative Perspective," by Louis W. Bender; (10) "The Many Faces of Transfer Education," by Judith S. Eaton; (11) "A Model in Community College Transfer Programs," by Aram L. Terzian; (12) "Diversifying Leadership in Community Colleges," by J. Richard Gilliland; (13) "Ten Steps to Successful Minority Hiring and Retention," by Dale V. Gares and Exalton A. Delco, Jr.; (14) "Revitalization Efforts," by Dan Angel and Adriana Barrera; and (15) "Sources and Information: Minority Participation in Community College Education," by Grace Quimbita and Anita Y. Colby. (PAA)

ED 333 943 JC 910 337

Quimbita, Grace

Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Pub Date—Jun 91

Contract—EDO-JC-91-02

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Articulation (Education), *College Role, College School Cooperation, Community Colleges, *Females, Intercollegiate Cooperation, *Mathematics Education, *Minority Groups, Program Descriptions, School Holding Power, *Science Education, Student Recruitment, Two Year Colleges, Two Year College Students

Identifiers—*ERIC Digests

Community colleges can play an important role in increasing the number of people in the scientific talent pool and diversifying its ethnic and gender composition. In an effort to recruit more women and minorities into two-year college science, math, and engineering technology programs, community colleges are engaging in a wide range of special activities, such as offering vocational counseling, internships, and scholarships, as well as sponsoring on-campus events for high school students and developing articulation agreements with secondary schools and four-year institutions. A significant proportion of colleges offer programs to encourage women and minorities to enroll in science and math, and to help them succeed. Examples include: (1) Delgado Community College's Math, Science and Technology Summer Youth Enrichment Program for minority junior high school students in Louisiana; (2) Washtenaw Community College's program to upgrade basic skills for women and minority students in Mighican; (3) Connecticut's General Hartford Community College's Pre-Nursing developmental program; (4) American River College's special bridge program, involving linkages with both high schools and universities in California; (5) California's Evergreen Valley College's program which employs an all-Hispanic team of educators and community members to improve the retention and matriculation of Hispanic students; and (6) California's Occidental College's program which brings community college students on-campus into paid science research assistantships. Recruiting women and minorities into science and math careers will require a commitment to recruitment, career guidance, provision of necessary facilities and services, and a smooth transition from two- to four-year college. (PAA)

ED 333 951 JC 910 346

Williams, Dana Nicole Colby, Anita Y.

The Community College Role in Achieving Adult Literacy. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-91-01

Pub Date—Mar 91

Contract—RI88062002

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Agency Cooperation, *College Role, *Community Colleges, Educational Cooperation, Educational Responsibility, Illiteracy, *Literacy Education, Program Descriptions, Program Evaluation, Reading Skills, Role of Education, Two Year Colleges, Volunteers

Identifiers—ERIC Digests

In 1990, President George Bush and the nation's governors adopted new goals for education, including the goal that every adult American would be literate by the year 2000. During the past two decades, community colleges have played a significant role in the promotion of adult literacy. In many ways, the resources and services provided by community colleges very closely fit with the needs of adult literacy training. In the Maricopa Community College District (Arizona), volunteers teach functionally illiterate adults to read and write at no charge, and offer an 18-hour training workshop for individual tutors. Project LIFE at South Plains College (Texas) combines the resources of the major literacy providers in the area to offer literacy training and prevocational workshops to enhance employability. In addition to the direct provision of instruction in reading and writing, community colleges are involved in literacy development through the coordination of delivery activities among different organizations and institutions, the training of literacy tutors and instructors, post-literacy services, services for learning disabled students, workplace literacy efforts, and computer-assisted literacy instruction. The field of adult literacy has been negatively affected by the lack of meaningful program evaluation at state, institutional, and program levels. If community colleges are to continue to play a significant role in combating the nation's literacy problem, they will require additional leadership and funding from state and federal sources, increased recruitment and training of faculty to work with students reading below the fifth grade level, and more flexible methods of delivering instruction. (JMC)

ED 333 952 JC 910 347

Williams, Dana Nicole

Writing Across the Curriculum Programs at Community Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-90-02

Pub Date—Sep 89

Contract—RI88062002

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Community Colleges, Content Area Writing, Inservice Teacher Education, Literature Reviews, Program Implementation, *Teacher Participation, Teacher Role, Teacher Workshops, Teaching Methods, Two Year Colleges, *Writing Across the Curriculum, *Writing Instruction

Identifiers—ERIC Digests

Writing Across the Curriculum (WAC) programs advocate the incorporation of writing into all classes and all disciplines as a means of helping students to improve their writing skills and to use writing as a learning tool. While most instructors agree that students write poorly, the greatest obstacle to implementing WAC courses on community college campuses has been convincing faculty in non-English disciplines to incorporate writing assignments into their courses. Most successful WAC programs begin with faculty workshops to convince teachers that students learn more about a subject by writing about it than by taking true-false or multiple-choice tests, and to illustrate that instructors need not increase their paper load by giving writing assignments. At Somerset Community College (Kentucky), a 3-year training project involved all 90 faculty members in a series of 10-weekly 2-hour workshops introducing them to the value of process-oriented writing. Methods for incorporating writing assignments into already crowded syllabi include requiring students to respond to lectures in ungraded journals and having students evaluate each others' written work. A number of community colleges have expanded the WAC approach in a variety of ways. At Orange Coast College (California), the general education curriculum has been structured to pair four separate sections of freshman composition with four different content courses. At Los Medanos College (California), a single instructor teaches two or three courses to the same group of students, ensuring that writing is taught across the curriculum. Successful WAC programs must have not only administrative support, but also must assure faculty ownership of and commitment to the effort. (JMC)

ED 335 107 JC 910 423

Waddell, Geneva, Ed.

Economic and Work Force Development. New Directions for Community Colleges, Number 75.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-155542-767-7; ISSN-0194-3081

Pub Date—91

Note—115p.

Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($15.95).

Journal Cit—New Directions for Community Colleges; v19 n3 Fall 1991

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Role, Community Colleges, Distance Education, *Economic Development, Educational Cooperation, Educational Responsibility, Global Approach, Job Skills, *Labor Force Development, *Role of Education, *School Business Relationship, School Community Relationship, *Skill Development, Two Year Colleges, Vocational Education

Among the factors reshaping the American work-

force are diversity, demands of work and family, global competition, the growing importance of strategic human resource planning, the need to reeducate employees for new technologies and more demanding jobs, and renewed interest in ethics and social responsibility. This collection of articles examines trends, innovations, problems, and solutions relating to the role of community colleges in contributing to the economic and work force development needs of local communities within a global economy. Included are the following 12 articles. (1) "Strategic Alignment of Community Colleges and State Economic Policy," by John G. Melville and Thomas J. Chmura; (2) "Investing in Human Capital: State Strategies for Economic Development," by Lawrence A. Nespoli; (3) "Meeting Small Business Needs through Small Business Development Centers," by Janice B. Carmichael; (4) "Developing Rural Business Incubators," by Mark L. Weinberg and DeLyssa Burnier; (5) "Assuming a Leadership Role in Community Economic Development," by Robert J. Kopecek; (6) "Renovating Cooperative Education Programs," by Patricia A. Rheams and Fred Saint; (7) "Meeting Health Care Credentialing Needs," by Madeline K. Turkeltaub; (8) "Work Force Development through Distance Learning," by LaVerne W. Miller; (9) "Exploring the Community College Concept: Worldwide Variations," by Joseph Arthur Greenberg; (10) "Trading in a Global Economy: Obstacles and Opportunities," by Robert L. Gell and James A. Crupi; (11) "Evaluating Results of Economic and Work Force Development Programs," by Richard L. Alfred; and (12) "Sources of Information: Community Colleges and Economic Development," by Diane Hirshberg. (PAA)

PS

ED 325 204 PS 019 068
Lubeck, Sally
Four-Year-Olds and Public Schooling. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-06
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Preschool Children, Preschool Education, *Public Education, *Public Schools
Identifiers—ERIC Digests, *Program Characteristics
This ERIC Digest discusses public schooling for 4-year-old children and other preschoolers. Sections concern: (1) conditions presently creating a need for child care and early education; (2) the population to be served; (3) program types, including the traditional preschool, the academic preschool, and a hybrid form; (4) program sites; and (5) child care in public schools. While the clamor to place 4-year-olds in public schools continues, it should be remembered that 4-year-olds are but one subgroup of the preschool population and schools provide only one alternative for their care and education. Questions about the public support of child care for all preschool children will continue to be raised. (RH)

ED 326 302 PS 018 894
Katz, Lilian G. And Others
The Case for Mixed-Age Grouping in Early Education.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; National Association for the Education of Young Children, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-935989-31-5
Pub Date—90
Contract—RI88062012
Note—75p.; Supersedes ED 308 991.
Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication No. 333, $6.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Development, *Cooperative Learning, *Day Care, Early Childhood Education, Guidelines, *Heterogeneous Grouping, Literature Reviews, Nongraded Instructional Grouping, *Peer Teaching, *Preschool Education, Program Descriptions, *Program Implementation, Social Development, Tutoring
Identifiers—*Mixed Age Groups
In six brief chapters, mixed-age grouping of young children in schools and child care centers is explored and advocated. Chapter 1 defines mixed-age grouping, examines limitations of single-age grouping, and points out positive characteristics of mixed-age classes. Chapter 2 discusses social development as seen in children's interactions in mixed-age groups. Various studies are cited that focus on how children perceive one another and adapt their behavior and expectations accordingly, how children exhibit specific prosocial behaviors in mixed-age situations, and how children's group participation varies. Chapter 3 reviews studies on the cognitive effects of mixed-age grouping, concluding that psychologists and educators do not yet fully understand how mixed-age interaction affects cognitive development, and calling for more research on the interactive processes involved and the teacher's role in them. Chapter 4 discusses two strategies for mixed-age learning: peer tutoring and cooperative learning. Chapter 5 describes examples of successful implementation of mixed-age programs, including a 2-year kindergarten at the University of Northern Iowa's Malcolm Price Laboratory School, and the Fajans School in Sweden where elementary school-age children were not grouped by age or ability. Chapter 6 addresses four basic questions about implementing mixed-age grouping. A brief section giving conclusions and recommendations is provided, followed by 63 bibliographic citations and appended suggestions for teachers working with mixed-age groups. (RH)

ED 326 304 PS 019 069
Carr, Kathryn S.
How Can We Teach Critical Thinking? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-7
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, *Critical Thinking, Elementary Secondary Education, *Reading Skills, Schemata (Cognition), Teacher Responsibility, *Teaching Methods, *Thinking Skills, *Writing Skills
Identifiers—ERIC Digests
This ERIC Digest discusses three ways in which teachers can create an environment that stimulates critical inquiry: critical reading; writing to learn; and classification games. Critical reading has been defined as learning to evaluate, draw inferences, and arrive at conclusions based on the evidence. Elbow's (1983) writing to learn approach to first- and second-order thinking is based on a two-step writing process involving freewriting that helps students discover what they think about a topic. In this approach, students use reflection to help them logically develop and control a topic. Classification tasks are integral to vocabulary-concept development and the inquiry approach to science. Classification tasks require that students identify attributes and sort into categories according to some rule. These tasks are important for the retention of information in memory. Instead of relying on special courses and texts, every teacher should employ methods such as these to create an atmosphere where students are encouraged to read deeply, question, engage in divergent thinking, look for relationships among ideas, and grapple with real life issues. (RH)

ED 326 305 PS 019 070
Bredekamp, Sue Shepard, Lorrie
Protecting Children from Inappropriate Practices. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-9
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Decision Making, Early Childhood Education, Educational Policy, *Educational Practices, Guidelines, Policy Formation, *Program Development, Program Evaluation, School Entrance Age, *Standards, Student Placement
Identifiers—*Developmentally Appropriate Programs, ERIC Digests
Suggestions for early childhood educators on how to provide developmentally appropriate practices and teaching methods are offered. Suggestions concern: (1) making decisions about entrance and placement; (2) evaluating a program's accomplishment of goals; (3) planning and individualizing curriculum and instruction; and (4) promoting appropriate policies. It is argued that the early childhood profession must agree on issues of developmentally appropriate practices; act to influence policy; and articulate standards for appropriate practice in the form of guidelines for curriculum content and assessment for prekindergarten through third grade classes. (RH)

ED 326 324 PS 019 264
King, Margaret
Working with Working Families. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-8
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, *Employed Parents, *Parent Participation, *Teacher Role
Identifiers—ERIC Digests
This ERIC Digest offers tips for understanding the needs, concerns, and feelings of employed parents, and discusses ways child caregivers can involve working parents in their children's lives while the children are enrolled in child care facilities. Competition with the caregiver, guilt over leaving children in the care of others, and little time for activities are characteristics of employed parents that may affect their relationship with caregivers. That relationship can be facilitated by flexible scheduling, parent visits, parent education, formal and informal communication, and informal gatherings. (RH)

ED 327 271 PS 019 066
Positive Discipline. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-10
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Classroom Techniques, *Discipline, *Educational Practices, Elementary Secondary Education, *Self Esteem
Identifiers—ERIC Digests
This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. Discussion focuses on: (1) 12 methods of discipline that promote self-worth; (2) the process of creating a positive climate that promotes self-discipline; (3) harmful and negative disciplinary methods; and (4) good ap-

proaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (RH)

ED 327 295 PS 019 277
Microcomputers and Young Children. Short Report.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[illegible]
Contract—400-78-0008
Note—3p.; Based on sections of a report in ERIC: ED 227 967.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Oriented Programs, *Computer Uses in Education, Early Childhood Education, *Microcomputers, *Young Children
This ERIC Short Report on the use of microcomputers with young children provides a brief summary of related research and discussion of the ways computers can be used by educators and their students. Profiles of computer applications concern computer literacy, computer-assisted instruction, computer programming, computer art, word processing, and administrative uses. (RH)

ED 327 296 PS 019 278
Staff "Burnout" in Child Care Settings. ERIC/EECE Short Report-4.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—80
Contract—400-78-0008
Note—3p.; For a related paper, see ED 188 764.
Pub Type — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, *Etiology, *Program Improvement, *Satisfaction, *Teacher Burnout
Derived from a study by Whitebook and others (1982), this ERIC Short Report presents findings, recommendations, and other information on staff burnout in child care settings. Child care staff were found to be underpaid and overworked. Differences in working conditions among centers and job satisfaction among staff appeared to be related to such factors as job title distinctions, funding sources, and length of program day. According to Whitebook and colleagues, tackling burnout by reassessing such factors as a center's resources, staffing, programming, and scheduling can both improve work conditions and enable staff to see the conditions leading to burnout as being "outside of their own personal inadequacies." Related ERIC documents and additional references are listed. (RH)

ED 327 312 PS 019 321
Maehr, Jane
Encouraging Young Children's Writing. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-1
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Caregivers, Guidelines, *Kindergarten Children, *Literacy, Parent Role, *Preschool Children, Preschool Education, Profiles, Teacher Role, *Writing (Composition), Writing Skills
Identifiers—*Emergent Literacy, ERIC Digests, High Scope Educational Research Foundation MI
This ERIC Digest briefly profiles the approach to emergent literacy used by the High/Scope Educational Research Foundation; comments on the process of understanding the connections between drawing, writing, and reading; and offers guidelines for supporting children's writing. It is argued that the process of learning to write begins in infancy, and that it is important to resist the pressure to introduce skill and drill practice in children's early years. It is also important for adults to recognize that graphic experimentation at the preschool and kindergarten levels allows children to use comfortable, nonconventional forms of writing to express complex thoughts. (RH)

ED 327 313 PS 019 322
Mallory, Nancy J. Goldsmith, Nancy A.
The Head Start Experience. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-EDO-91-2
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, *Comprehensive Programs, *Cooperation, Early Childhood Education, *Parent Participation, *Technical Assistance, Training
Identifiers—ERIC Digests, *Project Head Start
Head Start has been successful because it includes comprehensive services, parent involvement and family support, a commitment to meeting local needs, training and technical assistance support, and a collaborative approach. This ERIC Digest briefly describes each of these components. Discussion concludes by noting that Head Start must take more responsibility for sharing information about its successes and failures and its staff's desire to be an important part of the human services team in the community. Sources of additional information are cited. (RH)

ED 327 314 PS 019 323
Pellegrini, A. D. Glickman, Carl D.
Measuring Kindergartners' Social Competence. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-3
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Practices, *Interpersonal Competence, *Kindergarten, *Kindergarten Children, *Measurement Techniques, Primary Education
Identifiers—ERIC Digests, Research Results
This ERIC Digest advocates assessment of children's social competence with various measures, including behavioral measures, peer nominations, teacher ratings, and standardized tests. Content focuses on: (1) the insufficiency of the use of academic tests alone; (2) the importance of observing children's interactions with peers; (3) research evidence; and (4) implications. Since tests provide limited data, the accurate assessment of kindergarten children requires the use of different perspectives. The method of observing and recording peer interaction during free play seems to yield particularly relevant results. It must be noted that the prediction of success in the first grade from kindergarten experience requires the investment of time and money. Perhaps some of the time and money now spent on standardized tests should be spent on social competence testing. (RH)

ED 330 495 PS 019 595
Katz, Lilian G.
Readiness: Children and Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-4
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Educational Improvement, Educational Needs, *Educational Objectives, Parent Role, *School Readiness, *Student Improvement, *Young Children
Identifiers—ERIC Digests, *National Education Goals 1990
At their summit meeting in February, 1990, the President of the United States and the National Governors' Association established the national education goal that "all children will start school ready to learn" by the year 2000. The process of reaching this goal will require a twofold strategy. First, families will need help in their efforts to prepare their children for success at school. Second, schools will need help in responding effectively to the wide range of developmental levels, backgrounds, experiences, and needs which children present. Families who are preparing students for school will need to take into consideration children's social and intellect readiness. School can be ready for children by using an appropriate curriculum, appropriate staffing, and, in the absence of reliable readiness tests, flexible programming that takes into account individual differences among students at the time of school entry. Such programming can include mixed-age grouping and cooperative learning. (RH)

ED 330 496 PS 019 596
Eisenberg, Leon
What's Happening to American Families? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-5
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Day Care, Educational Quality, Family Income, *Family Problems, *Family Programs, Family Relationship, Intervention, *Leaves of Absence, Mothers, *Parent Education, Public Policy
Identifiers—*Child and Family Protective Services, ERIC Digests
Can the contemporary family's problems be solved in ways that seemed effective in the past? The extent to which the family has changed argues in the negative. The American family has been stripped of two of its traditional social functions: serving as a unit for economic production and as a school for the vocational training of children. The first function has been usurped by commercial firms, the second by the state. The family is no longer an interdependent economic unit to which all members contribute. Women's roles in the family have been transformed, and the salience of the family has been markedly reduced. In the modal American family of the 1980s and 1990s, both parents work outside the home. Consequently, children have less time than before to spend with parents. Many children grow up in economic poverty: 21 percent of U.S. children are poor. Among parents under 30 years of age, the figure is 35 percent. Even grimmer, 75 percent of the children of young single-parent families live in poverty. Four policy initiatives are needed to provide family support in these conditions: (1) measures to protect young mothers and their children against poverty; (2) paid parental leave after childbirth; (3) assured access to high quality infant and child day care; and (4) education in parenthood. While implementation of these policies is no panacea, it will cushion children against poverty. (RH)

ED 331 641 PS 019 688
Kagan, Sharon L. Garcia, Eugene E.
Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062012
Note—38p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bilingual Students, *Cultural Differences, *Educational Development, *Educational Policy, *Educational Practices, Language Attitudes, Limited English Speaking, Multicultural Education, *Preschool Children, Preschool Education, Program Development, Socialization, Teaching Methods
Identifiers—*Language Diversity, Policy Analysis, Policy Issues
Despite growing interest in children's policy and

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in research regarding childhood bilingualism and language acquisition, the early care and education of linguistically and culturally diverse preschoolers remains a matter of much concern. Relative inattention at the level of policy to the needs and interests of such children is due to several causes, including widely and tenaciously held personal beliefs, political ideologies, misperceptions regarding the lack of a demographic imperative, and disciplinary fragmentation among academics. Four fundamental issues must be addressed if policy and practice in this domain are to improve. The issues are: (1) socialization, resocialization, and the family/child relationship; (2) modalities of instruction; (3) contextually discontinuous strategies; and (4) sub-system creation versus system reform. Each issue is discussed. Action principles and leadership strategies are presented in hopes of moving an action agenda to ensure that linguistically and culturally diverse preschoolers have access to high quality and developmentally appropriate preschool experiences. Thirty-six references are included. (RH)

ED 331 642 PS 019 689
Katz, Lilian G. McClellan, Diane E.
The Teacher's Role in the Social Development of Young Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062012
Note—78p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 207, $10.00, plus $1.50 postage and handling for orders from the U.S., Canada, and Mexico; $3.00 postage and handling for international orders).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Classroom Techniques, *Communication Skills, Early Childhood Education, Guidelines, *Interpersonal Competence, *Social Development, Social Influences, Socialization, Student Improvement, *Teacher Role, Teaching Methods, *Young Children
Identifiers—*Developmentally Appropriate Programs
The preschool and kindergarten years are the best time to help children establish a positive cycle in their social relations. Teachers and caregivers can provide models of interactive skills, set patterns for class interaction, and provide help to children who are in the process of acquiring and strengthening social understanding and skills. The purpose of this paper is to describe the many ways that teachers can contribute to young children's social development. One of the main themes throughout this discussion is the importance of teachers speaking to children warmly and directly, using matter-of-fact, straightforward speech. The first section offers a brief discussion of what is meant by social competence and how it develops; content focuses on four components of social competence and six influences on its development. The second section presents general teaching strategies for helping children achieve social competence, addressing optimal teacher intervention, social difficulties as opportunities for teaching, respect for children's feelings, and 13 aspects of authentic communication. The third section describes 12 specific teaching strategies for helping childen overcome social difficulties, including four related to fostering social understanding and eight related to strengthening interactive skills. The fourth section addresses some curriculum issues that are related to fostering social growth in young children, including balancing individual and group activities, deciding among curriculum approaches, and selecting appropriate types of materials and activities. A list of 65 references is included. (RH)

ED 333 963 PS 019 324
Howes, Carollee
Infant Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-6
Pub Date—91
Contract—R188062012
Note—3p.; This digest was adapted from the article "Research in Review: Infant Child Care," by Carollee Howes, which appeared in the September, 1989 issue of "Young Children."
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, *Day Care Centers, Early Childhood Education, *Employed Parents, Family Influence, Individual Development, *Infants, *Mothers, Preschool Education, *Social Influences
Identifiers—ERIC Digests, *Infant Care
This ERIC Digest briefly reviews studies of maternal employment, child care settings, and links between children's development and family and child care influences. Studies of maternal employment suggest that infants' positive relationships with caregivers may compensate for insecure attachments with mothers. If future research supports this conclusion, the stability and characteristics of the infant child care caregiver will assume great importance. Some research suggests that infants and toddlers cared for by responsive and sensitive caregivers have higher cognitive and language scores and greater social competence than do children who receive care from less responsive and less sensitive caregivers. Several features of the child care environment are linked to caregiver sensitivity and responsiveness. These include formal training in child development, a small number of children to care for, the number of adults in the caregiving environment, short hours, decreased responsibility for housework, and environments designed to be safe and appropriate for children. Research evidence does not suggest that infant child care per se is detrimental to the child's future social and emotional development. Research does raise concerns for the child who experiences insensitive care both at home and in child care. (RH)

ED 335 158 PS 019 889
Seligson, Michelle Coltin, Lillian
Approaches to School-Age Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-7
Pub Date—91
Contract—R188062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Latchkey Children, Program Improvement, *School Age Day Care, *Student Characteristics
Identifiers—ERIC Digests
This ERIC Digest provides basic information about school-age day care programs. Discussion focuses briefly on options available to families with school-age children, developmental needs of school-age children, characteristics of high quality school-age programs, supportive services for self-care, and ways of improving school-age child care programs. The newly enacted federal Child Care and Development Block Grant, the Dependent Care Block Grant, special school-age child care legislation in at least 14 states, municipal sponsorship, and increased corporate interest are examples of program development. In addition, public schools have begun to form partnerships with provider agencies and to offer programs. It is concluded that good school-age child care must be understood as both a mediating influence that may prevent damage to children and an investment in the well-being of children and their families. (RH)

RC

ED 326 352 RC 017 879
Reck, Carleen
Successful Instructional Practices for Small Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-12
Pub Date—Oct 90
Contract—R188062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Cooperative Learning, Educational Strategies, Elementary Secondary Education, *Instructional Improvement, Rural Schools, School Size, *Small Schools, Teacher Expectations of Students, *Teaching Methods
Identifiers—*Collaborative Learning, ERIC Digests
This digest presents recent findings about effective instructional practices for classroom teachers in small schools. In terms of instruction, small schools have two characteristics: a broader scope of teacher responsibilities and more instructional levels per classroom. Teachers in small schools have the opportunity to develop the student as a learner and to include collaborative learning experiences. Learning is the combined result of many variables; some are under the teacher's control and have strong effects on students' behavior, attitude, and achievement. These teacher-controlled variables include: (1) high expectations; (2) management and planning skills; (3) learning-oriented classrooms; (4) success rate; (5) appropriate learning activities; (6) engaged time; and (7) effective questioning. The typical small school classroom tends to have students with a broad range of age, knowledge, and experience, and students who attend small schools often approach each other for help and learn by teaching each other. Collaborative learning can provide a way to capitalize both on students' variety and their cooperative spirit. Collaborative learning may be used to: (1) focus on multiple ways to solve problems; (2) involve students in goal setting and self-monitoring; (3) produce positive effects through peer interaction, cooperation, and communication; and (4) organize groups to incorporate contributions of each student. Supporters of the collaborative classroom value heterogeneous student grouping; others hold the view that homogeneous grouping for instruction is sometimes necessary. This digest contains 10 references. (ALL)

ED 329 382 RC 017 842
Howley, Craig
Briefs for Parents in Ready-to-Copy Form.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 90
Contract—R188062016
Note—22p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.
Language—English; Spanish
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Mathematics Education, Parent Education, *Parent Participation, Parent Role, Reading Improvement, Rural Education, *School Size, Sex Differences, Small Schools, *Student Financial Aid, *Television Viewing, *Writing Improvement
Identifiers—ERIC
This document consists of a compilation of 12 brief articles prepared as "fillers" for rural newsweeklies. Six of the briefs (the first six listed below) are provided in both English and Spanish language versions. These camera-ready slicks inform readers about current educational research and practice. "Starve an Addict, Feed a Reader!" discusses the negative effects of television on children's reading achievement and suggests household rules parents can make to help limit TV time. "Why Bother: Aren't We Too Poor To Send the Kids to College?" helps parents to learn about financial aid for low-income students. "Shouldn't We Leave Schooling to the Professionals?" discusses the importance of parents' role in children's education and describes ERIC as an information resource for parents. "Aren't Big Schools Better than Small Schools?" describes the benefits of small schools, especially for rural areas. "What Can Parents Do To Help Their Children Write Well?" offers tips for parents who want to coach their children in their writing. "Who

Says Math Is For Boys?" encourages parents and educators to promote girls' interest in math. "Why Do Parents Like Some Teachers More Than Others?" emphasizes the teacher's role in bridging parents and schools. "Keeping Track: Aren't Grades Enough?" advises parents to understand test scores. "What Does It Take to Do Well in School?" helps parents organize children's learning. "Can Parents Get More Out of School Meeting?" shows how to direct a school meeting to problem-solving. "Is Reading So Important Anymore?" stresses the key role of reading in learning and offers ways by which parents help children read. "Why Don't Our Children Like Math?" discusses making math interesting to children by game play. (TES)

ED 330 510 RC 018 056

Schwartz, Wendy, Ed. Howley, Craig, Ed.

Overcoming Risk: An Annotated Bibliography of Publications Developed by ERIC Clearinghouses.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 91

Contract—RI88062013; RI88062016

Note—104p.

Available from—ERIC/Cress at AEL, P.O. Box 1348, Charleston, WV 25325.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Failure, Bilingual Education, Compensatory Education, Disabilities, Disadvantaged Environment, *Disadvantaged Youth, Dropouts, *Educational Change, Educationally Disadvantaged, Elementary Secondary Education, *High Risk Students, Identification, Limited English Speaking, *Minority Groups, Poverty, Rural Education, Urban Education, Vocational Education

This publication contains two essays and an annotated bibliography of publications about risk. The entries in the bibliography were produced by the various clearinghouses in the ERIC system. The first essay, "Who Is at Risk? Definitions, Demographics, and Decisions," by Aaron M. Pallas, categorizes personal, family, and environmental factors that may place children at risk. Pallas presents demographic data on the distribution and size of the at-risk student population. He recommends reforms to mitigate the effects of risk and forecasts a growth of the at-risk population. The second essay, "On Being at Risk," by Jack L. Frymier and Neville L. Robertson, presents a working definition of risk ('risk of failure in life") and discusses the way in which individual differences influence particular students' responses to risk. The essay describes initial efforts at constructing a scale or index to identify risk. The discussion includes an examination of questions about the availability and confidentiality of data that bear on the conception of risk assumed in the scale. The bibliography includes 136 ERIC publications that appeared between 1986 and 1990, and that respond to a wide range of concerns of educators and other professionals working with at-risk students. Publications are listed alphabetically by author's name with a subject index. A description of the ERIC system and a list of ERIC clearinghouses is also included. (KS)

ED 332 855 RC 018 165

Stephens, E. Robert

A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.

Appalachia Educational Lab., Charleston, W. Va.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 91

Contract—RI88062l6; RP91002002

Note—106p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accountability, *Educational Change, Educational Planning, Effective Schools Research, Elementary Secondary Education, Financial Support, Information Processing, *Policy Formation, Rural Education, *Rural Schools, School Community Relationship, *School District Reorganization, *Small Schools, State Government

This book develops a framework to help policymakers and policy analysts understand and judge policy options, so they can construct alternatives to the reorganization of rural, small school districts. Chapter 1 introduces the reader to the book by stating the objectives and providing working definitions for "school district reorganization" and "rural, small school district." Chapter 2 highlights six major historical and contemporary pressures that will affect rural schools in the future, including socioeconomic changes detrimental to rural development, broader legal definition of state responsibilities for education, redirection of school excellence movement, and diverse changes in public opinion on education reform. Priority issues are presented in Chapter 3, for example, "concentrating on the characteristics of effective schools" and "responding to the realities of the information age." Chapter 4 considers the criteria that ought to be used in the formulation of a state's strategic policy goals for rural education and the policy instruments available to translate goals into tactical objectives and action plans. A range of policy options identified in Chapter 5 address the new pressures on state systems of elementary-secondary education. Chapter 6 concludes with a brief discussion of the hypothesized effects of the use of each option. This book contains numerous tables and figures, and approximately 200 references. (KS)

ED 332 861 RC 018 191

Howley, Craig Cahape, Patricia

Briefs for Parents in Ready-to-Copy Form (English Version).

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062016

Note—8p.; For a related document, see ED 329 382.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Divorce, Elementary Secondary Education, *Parents, *Reading, Reading Habits, *Science Education, *Second Language Learning, Self Care Skills

These six briefs summarize what researchers and practitioners have learned on several education-related subjects. They can be used by educators and community organizations in newsletters, handbooks, and school calendars. In "Foreign Languages in America? Gimme a Break!" a case is made for the importance of foreign language instruction for students to be successful in the world. Suggestions for working parents whose children must engage in some "self-care" are given in "Are the Children Home Alone? (Don't Worry, Be Savvy!)." "Learning to Read Well: Some Simple Facts" provides statistics about learning to read and suggests experiences that encourage reading. Advising divorced parents, the brief called "Helping Your Children Put Divorce Behind Them" points out that most children of divorced parents can adjust well after a time with adults' help. In "The World According to Science: Think About It" it is explained that science is more than a class in school-it is a special set of beliefs, tools, and habits of mind for considering the real world. The final brief, "I Don't Have Time to Read-Honest!", stresses the importance of encouraging teenagers to continue to read, and to do so with a purpose in mind. All briefs provide information on contacting the ERIC Clearinghouse on Rural Education and Small Schools for more resources. (KS)

ED 335 174 RC 018 174

Chavkin, Nancy Feyl

Family Lives and Parental Involvement in Migrant Students' Education. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-3

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, *Dropout Rate, Economic Factors, Elementary Secondary Education, *Migrant Education, *Migrants, *Migration Patterns, *Parent Participation, *Poverty

Identifiers—ERIC Digests

This ERIC digest describes the lives of migrant families, migrant students' education, and migrant parents' involvement in their children's education. Migrant families tend to travel along well-established geographic routes which can be identified as the East Coast Stream, the Mid-Continent Stream, and the Western Stream. In 1986, the average annual income for migrant farmworkers was less than $6,500. In addition to poverty, living and working conditions pose serious health problems for migrant families. Families migrate for economic reasons, and migration occurs in both interstate and intrastate patterns. The level of child maltreatment is much higher among migrant families than among the general population, and intrastate migrant families have a higher incidence than interstate migrant families. Younger children and children from single-parent families also have a higher probability of being maltreated. Migrant students have the lowest graduation rate of any population group in the public schools. High risk characteristics of migrant students include low socioeconomic status, high levels of mobility, low levels of English language skills, and higher levels of handicapping conditions. Parental involvement in education increases student achievement. Migrant parents of high achievers hold positive attitudes toward school, while parents of low achievers hold more negative attitudes. By understanding migrant family lives and communicating with parents, educators can have a profound effect on migrant students' education. (KS)

ED 335 175 RC 018 175

Swisher, Karen

American Indian/Alaskan Native Learning Styles: Research and Practice. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-4

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alaska Natives, *American Indian Education, *American Indians, *Cognitive Style, Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Individual Differences, Observational Learning, *Teaching Styles

Identifiers—ERIC Digests

This digest reviews the literature related to learning styles of American Indian and Alaskan Native students. Several studies show that in some tribes, observation, self-testing in private, and then demonstration of a task for approval are essential steps in learning. Indian children often hesitate to participate in large and small-group recitations, but are talkative during interactions with the teacher or student-led group projects. Cherokee children prefer cooperation over competition, and will often hide academic competence to avoid seeming superior. These cultural styles of learning do not match the learning environment of the typical classroom. Although group characteristics may provide a basis for further investigation into individual characteristics, overgeneralizing group tendencies can have the ill effects of stereotypic notion, discriminatory practice, and inappropriate excuses for failure in teaching and learning. Teachers should observe students' preferred ways of learning and plan learning experiences accordingly. New ways of learning can be gradually introduced as children become more comfortable. Teachers also benefit from learning about students' backgrounds and values, and the norms of the community. Teachers must be aware of their own learning style and related teaching style strengths. Assessment tools are available to identify both learning- and teaching-style tendencies. (KS)

ED 335 176 RC 018 176
Santiestevan, Stina
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-2
Pub Date—May 91
Contract—R188062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Bilingual Education, Bilingualism, Elementary Secondary Education, *Hispanic Americans, *Immigrants, Non English Speaking, Population Growth, *Spanish Speaking
Identifiers—ERIC Digests
This ERIC digest examines the Spanish-speaking group in the United States, its growth through net immigration and natural increase, and its eventual decline as speakers shift to English. The Hispanic population is growing rapidly, but data suggest that U.S. Hispanics do learn and speak English. Research predicts that by the year 2001 the Spanish-speaking group will total 16.6 million and some 95% of the immigrant population will have Spanish for their mother tongues. However, only a bare majority of the U.S. native born will be given Spanish as their first language. Although most Hispanic immigrants remain lifetime bilinguals, the language shift begins immediately upon an immigrant's arrival in the United States, and ends within approximately 15 years. The language shift spans three generations, beginning with the immigrants who continue to speak Spanish, and ending with their grandchildren who virtually all have English as their mother tongue. Policy implications are: (1) the English language is not endangered by the use of Spanish; (2) simple courtesy suggests that essential public announcements and services should be provided in Spanish; (3) more English classes for adults are needed; (4) Spanish-speaking children need bilingual education; and (5) bilingual capabilities should be encouraged among all. (KS)

ED 335 177 RC 018 177
Howley, Craig Huang, Gary
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-5
Pub Date—May 91
Contract—R188062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Dropout Rate, *Dropouts, Educational Trends, Equal Education, *Racial Differences, *Rural Urban Differences, Secondary Education
Identifiers—*National Education Goals 1990
A goal adopted at the 1990 Education Summit in Charlottesville, Virginia, aims to increase the high school graduation rate to 90 percent by the year 2000. The National Center for Education Statistics (NCES) reports three types of dropout rates: (1) event rates report the percentage of students who left high school without finishing work toward a diploma in a single year; (2) status rates report the percentage of the population of a given age range who have not finished high school or are not enrolled; and (3) cohort rates report what happens to a single group of students over time. Differences exist among youth in central cities, suburban areas, and rural areas. The dropout problem is most severe in central cities, least severe in suburban areas, with nonmetro areas in the middle. Measured by either event or status rates, Hispanic youth have the highest national dropout rate among ethnic groups. African Americans have the second highest rate, and Whites the lowest. Four general implications of the baseline data developed by NCES are: (1) if high school completion is a minimum level of attainment, then the earlier a student masters a high school curriculum, the better; (2) putting the national goal into measurable form requires development of indicators pegged to progress among particular age groups and reflected in particular statistics; (3) meeting the national goal is an issue of educational equity; and (4) policies that respond to the situation of particular regions and ethnic groups may be well warranted. (KS)

ED 335 178 RC 018 178
Miller, Bruce
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-6
Pub Date—May 91
Contract—R188062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Class Organization, *Classroom Techniques, Educational History, Educational Research, Elementary Education, *Multigraded Classes, Small Schools, Student Attitudes, Teaching Methods, *Teaching Skills
Identifiers—ERIC Digests
This ERIC digest reviews the history of the multigrade classroom, and summarizes research findings on multigrading effects on achievement and attitude. It also states requirements of teaching and learning in multigrade classrooms. Multigrade classrooms have ranged from the one-room schools of the early 1900s to the ungraded classroom of the 1960s and 1970s, to the cost effective two grade classrooms of today. Teachers are usually not trained to work in multigrade classrooms, and they face the challenge of working in school systems where single grade classrooms are the norm. Research evidence indicates that being a student in a multigrade classroom does not negatively affect academic performance, social relationships, or attitudes. Skills and behaviors required of multigrade teachers may be different, and coordinating activities can be more difficult. Six key instructional dimensions affecting successful multigrade teaching have been identified from multigrade research: (1) classroom organization; (2) classroom management and discipline; (3) instructional organization and curriculum; (4) instructional delivery and grouping; (5) self-directed learning; and (6) peer tutoring. Effective teachers share instructional responsibilities with students. A context of clear rules and routines help students develop independence. Teachers plan whole-class instruction that revolves around open task activities. (KS)

ED 335 179 RC 018 179
Salerno, Anne
Migrant Students Who Leave School Early: Strategies for Retrieval. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-7
Pub Date—May 91
Contract—R188062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attendance, *Dropout Characteristics, *Dropout Programs, Dropout Rate, *Dropouts, High Risk Students, *High School Equivalency Programs, Limited English Speaking, Literacy Education, Migrant Education, *Migrant Youth, Poverty, Recordkeeping, Secondary Education, Work Study Programs
Identifiers—ERIC Digests
This ERIC digest examines the extent of early school leaving among migrants, conditions that precede early school leaving, common features of programs that work to retrieve dropouts, and illustrative programs that exhibit these features. The Migrant Attrition Project estimates a 45% national dropout rate of migrant students. Conditions that lead to early school leaving are: (1) overage grade placement; (2) poverty; (3) interrupted school attendance; (4) inconsistent recordkeeping; and (5) limited English proficiency. "Dropout retrieval" is the effort to identify dropouts and help them complete high school diplomas. Effective features of dropout retrieval programs focus on academics, vocational training, and support services. The High School Equivalency Program provides migrant dropouts the chance to prepare for the General Equivalency Development Test (GED) in a residential program on a college campus or in a commuter program. The Migrant Dropout Reconnection Program in Geneseo, New York, offers referral services to 16- to 21-year-old migrant dropout youth. Family literacy programs, including the Even Start program, address intergenerational literacy. The Migrant Alternative School in Yakima, Washington, provides GED preparation in both English and Spanish, ESL instruction, basic skills, vocational training, counseling for employment and college planning, and some credit-bearing classes for students who return to high school. Work study can also help students develop occupational skills and earn needed income. (KS)

ED 335 180 RC 018 180
Huang, Gary Howley, Craig
Recent Trends in Rural Poverty: A Summary for Educators. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-1
Pub Date—May 91
Contract—R188062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Employment Level, Family Structure, *Poverty, Race, *Role of Education, Rural Areas, *Rural Education, *Rural Urban Differences, Socioeconomic Influences
Identifiers—ERIC Digests
This ERIC digest summarizes recent studies on poverty in rural areas. In 1986, the poverty rate in rural areas was 50 percent higher than the urban rate. During the 1980s, rural poverty stayed higher, rising more rapidly during recession, and falling more slowly in the "recovery" period. Characteristics that distinguish the rural poor from the urban poor are: (1) the rural poor are more likely than the urban poor to work, but low wages keep them in poverty; (2) the majority of poor rural families are two-parent families, whereas the poor urban family is typically headed by a single parent; and (3) a much larger portion of the rural poor are whites than in urban areas. Some analysts believe poverty is more a function of history and economic structure than of individual or group characteristics. The rural economy is characterized by dependence on natural resources, a narrow industrial base in a given locale, and emphasis on low skill labor. Other analysts believe lack of human capital is a major cause of rural poverty, and blame an educationally disadvantaged labor force. However, the largest poverty gap between urban and rural populations is among those with more education, and the smallest among high school dropouts. As a potential influence on the well-being of individual student from poor families, education is clearly important. On the other hand, the role of education in changing the structural features of rural poverty is clearly limited. (KS)

ED 335 205 RC 018 333
Verstegen, Deborah
Funding Rural, Small Schools: Strategies at the Statehouse. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-10
Pub Date—Aug 91
Contract—R188062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Finance, Elementary Secondary Education, Financial Support, *Rural Education, Rural Schools, School Districts, School Funds, School Size, *Small Schools, *State Aid
Identifiers—ERIC Digests, *Isolation (Geographic), *Small School Districts
The cost of providing an educational program is higher for rural, small schools and districts than for

others. Nevertheless, recent studies suggest that small schools and districts may be a more efficient investment than large schools because the "learning value per unit of expenditure" seems to be greater there. This new idea expands the traditional concept of outcome to include morale, achievement, curriculum, and positive attitudes towards learning. This digest examines state strategies for meeting the unique financing needs of rural, small schools and districts. Thirty states currently include a factor in their school finance formula to compensate for the additional costs of rural, small schools or districts. Ten states distribute additional assistance based on small school district or school enrollment. Six states provide assistance to isolated schools or school districts based on sparsity of population per square mile, miles between schools, or time required to reach the next school by bus. Nine states provide additional revenue based on a combination of small size thresholds and isolation factors. Two states provide additional aid to small schools or districts based on a combination of size, isolation, and tax effort. Other provisions for rural, small schools include additional state aid for interdistrict cooperative arrangements, a larger "mil deduction" for some rural districts, and transportation allotments. (SV)

ED 335 206 RC 018 334
Inman-Freitas, Deborah
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-9
Pub Date—Aug 91
Contract—RI88062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgeting, *Educational Finance, Elementary Secondary Education, *Financial Problems, Institutional Cooperation, *Money Management, Rural Education, *Rural Schools, *School Districts, School Funds, Shared Resources and Services, State Aid
Identifiers—ERIC Digests
Based on a recent nationwide survey of rural administrators, this digest reports on the financial problems of rural school districts and some possible strategies for improvement. Rural administrators reported the following financial management problems: (1) cash flow problems due to late receipt of state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funding to provide modern technology and equipment and competitive teacher salaries. Districts have developed some general strategies to improve financial management, including seeking competitive bids or comparison pricing for all purchases, developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. Although most rural districts are not satisfied with current state funding formulas, rural administrators reported strategies to make the school finance formula work more effectively for their district. Rural-specific options for increasing efficiency include implementing a 4-day school week and developing interdistrict cooperative agreements in the areas of interscholastic athletics and telecommunications services. Effective financial planning should involve the input of many school and community participants, a clear sense of priorities during budget construction, and cautious forecasting. (SV)

ED 335 207 RC 018 335
Gale, Nancy
Fighting Alcohol and Substance Abuse among American Indian and Alaskan Native Youth. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-8
Pub Date—Jul 91
Contract—RI88062016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Alaska Natives, *Alcohol Abuse, *American Indians, *At Risk Persons, Change Strategies, Community Action, Community Programs, Intervention, Prevention, Program Development, *Substance Abuse, Tribes
Identifiers—ERIC Digests
According to a national survey, about 80% of American Indian and Alaska Native youth have experimented with alcohol or drugs, compared to about 50% of youth nationwide. Particular risk factors for Native youth include low self-esteem, post-traumatic stress, and culture conflict arising from differences between traditional Native values and values of the dominant society. Increasingly, tribes and Native communities are taking steps to eliminate substance abuse and are becoming optimistic that success is possible. Native communities are recognizing that each community contains valuable resources in its own people, traditions, and spiritual values. Many tribal programs seek to improve the self-esteem of Native youth through participation in tribal culture and heritage. Physical challenge programs, tribally sponsored chapters of national youth organizations, and peer support groups provide a framework for accomplishment, self-actualization, and the development of healthy attitudes. Steps for developing a community program are: (1) getting community members together and asking them to define how alcohol and substance abuse specifically affect their youngsters; (2) encouraging community discussion of the problem; (3) identifying what is being done about the problem and where the gaps are; (4) working through a community committee to develop a plan, coordinate activities, and share responsibilities among community members; (5) identifying and use outside resources; and (6) keeping track of progress. (SV)

SE

ED 324 192 SE 051 458
Howe, Robert W. Disinger, John F.
Teaching Desirable Environmental Ethics and Action through School Activities. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-21
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Drinking Water, Elementary School Science, Elementary Secondary Education, *Environmental Education, *Hazardous Materials, Pollution, Science Activities, *Science Curriculum, Science Education, Secondary School Science, *Student Attitudes, Water Quality
Identifiers—ERIC Digests, Radon
One of the major goals of environmental education is developing students with positive environmental ethics and motivated to take desirable environmental actions. Research indicates that attitudes and behaviors of individuals are frequently modeled after the attitude and behavior of others. Since most youth spend 6 to 7 hours per day in school buildings, a coordinated school environmental program that focuses on preventing and solving environmental problems at the school site can provide an excellent model of attitudes and behaviors for young people to emulate. Developing and operating a school environmental plan can be an important part of a school environmental education curriculum. This digest identifies several environmental concerns that should be included in a school environmental program. Problems emphasized include radon, drinking water, asbestos, and sick buildings. Ways to begin a school environmental program are suggested. Three sources of additional information are listed. A list of 13 references is included. (CW)

ED 324 193 SE 051 459
Howe, Robert W. Warren, Charles R.
Teaching Critical Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-89-22
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Critical Thinking, Elementary Secondary Education, *Environmental Education, *Science and Society, Science Education, Secondary School Science, *Teaching Methods
Identifiers—ERIC Digests
The ability to think critically is essential if individuals are to live, work, and function effectively in a current and changing society. As adults, students will be living in a complex world and in a democracy where both individual and collective actions will require effective selection, processing, and use of information. National, state association, business, and industry reports on education produced in the 1980's called for increased emphasis on higher-order learning skills, including critical thinking skills. This digest includes: (1) a definition of critical thinking; (2) research findings concerning critical thinking; (3) a discussion of the role of environmental education in critical thinking instruction; (4) materials available for environmental education that emphasize critical thinking skills; and (5) assistance available to teachers wanting to modify instruction to emphasize critical thinking skills. A list of 14 references is included. (CW)

ED 324 194 SE 051 464
Blosser, Patricia E.
Current Projects and Activities in K-12 Science Education Curriculum Development. ERIC/SMEAC Science Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-27
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, Educational Change, Educational Trends, *Elementary School Science, Elementary Secondary Education, Futures (of Society), Program Descriptions, Science and Society, Science Curriculum, *Science Education, *Secondary School Science, Technological Advancement
Identifiers—ERIC Digests
Advances in science and technology, information in philosophy and psychology, and changes in society have placed different demands on science education than was the case in the 1960's. Post-Sputnik era curricula in science were organized to reflect the structure of the discipline and were aimed primarily at encouraging students to pursue science or science-related careers. The curriculum projects currently underway in the 1990's focus more on science for all, with an emphasis on future citizens. This digest discusses large-scale, national projects designed to reform science education. Activities that focus on teaching science to elementary and middle school students are emphasized. A list of 12 references is provided. (CW)

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ED 324 195 SE 051 467
Dunham, Penelope H.
Procedures To Increase the Entry of Women in Mathematics-Related Careers. ERIC/SMEAC Mathematics Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-30
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Elementary Secondary Education, *Females, Intervention, *Mathematics, Mathematics Education, Student Interests
Identifiers—ERIC Digests, Mathematics Careers
The underrepresentation of women in mathematics-related careers has serious economic and social implications as the United States faces a shortage of scientists, engineers, and mathematically-trained workers. Future demands for technological workers have prompted a national effort to encourage all sectors of the population to consider careers in mathematics and science. This digest discusses the variables that affect participation in mathematics-related careers as well as types of intervention programs designed to recruit and retain women in mathematics and science. Five selected resource groups are listed. A list of 14 references is included. (CW)

ED 325 303 SE 051 463
Blosser, Patricia E. Helgeson, Stanley L.
Selected Procedures for Improving the Science Curriculum. ERIC/SMEAC Science Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-26
Pub Date—90
Contract—RI88062006
Note—3p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, *Elementary School Science, Elementary Secondary Education, Higher Education, *Inquiry, Science and Society, *Science Curriculum, Science Education, *Secondary School Science, Teacher Education, Teaching Methods, Technology, Textbooks
Identifiers—ERIC Digests
This digest was prepared to provide some information about activities aimed at improving the science curriculum, a task that is neither easy nor simple. Six identifiable emphases are identified including: inquiry teaching; science, technology, and society; conceptual change; thematic science teaching; The Scope, Sequence, and Coordination project of the National Science Teachers Association; and interactive science learning. Other factors which influence the science curriculum including teacher preparation and textbooks are discussed. A list of eight references is provided. (CW)

ED 326 381 SE 050 565
Howe, Robert W. And Others
Activities for Teaching about Hazardous Materials in the Home.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—RI88062006
Note—166p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($12.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Environmental Education, Environmental Influences, *Family Environment, *Hazardous Materials, Homemaking Skills, *Home Management, Language Arts, Public Health, *Science Activities, Science Education, Social Studies, Teaching Guides, Teaching Methods, *Waste Disposal
Materials containing hazardous substances present serious problems to human health and to the health of the environment. There are many potential problems related to the site of a house or apartment, the construction materials used in the house or the apartment, products and materials used in and around the home, and disposal of materials. Relatively few compilations of instructional materials related to household hazardous materials have been available. This publication was designed to identify problems and concerns that should be included in environmental education programs related to household hazardous material problems and to identify sources of references and instructional materials that can be used for environmental education programs. Education related to hazardous materials in and around the home should be included throughout the school curriculum and from elementary school through secondary school. Materials to support this philosophy are provided to illustrate activities for science, social studies, and language arts for grades 1-12. Sections include: (1) the characteristics of hazardous materials; (2) potential problems related to home construction; (3) potential problems related to materials used in the home; (4) household hazardous waste disposal; (5) actions classes can take in their communities; (6) selected information sources; and (7) selected references. Each of the sections presents some background information on the problem or topic and materials to illustrate some instructional approaches for various grade levels and courses. (CW)

ED 331 696 SE 051 445
Howe, Robert W. Warren, Charles R.
Recent Developments in College Mathematics Programs and Courses. ERIC/SMEAC Mathematics Education Digest No. 4, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-8
Pub Date—88
Contract—RI88062006
Note—3p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50 single copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Mathematics, Educational Improvement, Educational Resources, *Educational Trends, Higher Education, Instructional Materials, Literature Reviews, Mathematics Curriculum, Mathematics Education, Resource Materials
Identifiers—ERIC Digests
Data released in several reports have raised concerns regarding the status of undergraduate mathematics in two-year colleges, four-year colleges, and universities. The purpose of this digest is to review current trends in mathematics courses and instruction in higher education. Discussed are concerns regarding undergraduate mathematics programs and courses; types of programs and activities developed with precollege schools and students; current developments in college mathematics programs, courses, and materials for mathematics majors; and current developments in college mathematics programs, courses, and materials for nonmajors. Selected sources of information on college level developments in mathematics are listed. A list of 12 selected references is provided. (CW)

ED 331 697 SE 051 466
Dossey, John A.
Selected Procedures for Improving the Mathematics Curriculum: Assessment. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-29
Pub Date—90
Contract—RI88062006
Note—3p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50 single copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Educational Improvement, *Educational Trends, Elementary School Mathematics, Elementary Secondary Education, Literature Reviews, *Mathematics Curriculum, Mathematics Education, Secondary School Mathematics
Identifiers—ERIC Digests
While 1990 was the year of reform recommendations in mathematics education, 1991 may become the year of assessment in mathematics education. The growth of assessment activities stems from the belief that the primary purpose of assessment is the improvement of teaching. The digest reviews trends in mathematics assessment. Discussed are the sudden emphasis on assessment; how schools can improve their methods of assessing students; how assessment can be used to improve instruction; what changes are taking place in state testing programs; what is happening in college entrance examinations programs; what is happening in assessment at the national level; and what schools can do to improve themselves. A list of 11 selected references is included. (CW)

ED 331 698 SE 051 469
Disinger, John F.
Promising Materials, Projects, and Programs for Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-32
Pub Date—90
Contract—RI88062006
Note—3p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Trends, *Environmental Education, *Instructional Materials, Literature Reviews, *Program Descriptions, Science Education
Identifiers—ERIC Digests
Development of numerous materials projects and programs is a continuing characteristics of environmental education. Most have been modest, local in scope, and short-lived. But in recent years many have become more ambitious, substantive, and sophisticated, more effectively designed and better positioned to make significant educational impacts on selected audiences. This digest briefly describes several of these activities: "Operation Earth" (Public Broadcasting System Program); "National Issues Forum" (an environmental reader featuring 200 short scripts); "Earthwatching" (provides models for public discussion); "Essential Learnings" (joint project between Centre for Environment in India and State University of New York at Syracuse); "Activity Guide Evaluation" (comprehensive curriculum evaluation project by California State Department of Education); and "Standards Development" (American Society for Testing and Materials exploration of needs in establishing voluntary standards). A list of six selected references is provided. (CW)

ED 331 699 SE 051 470
Disinger, John F.
Teaching Creative Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-33
Pub Date—90
Contract—RI88062006
Note—3p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50 single copy).
Pub Type— Information Analyses - ERIC Informa-

tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, *Creative Thinking, Elementary Secondary Education, *Environmental Education, Literature Reviews, Science Education, *Science Instruction, Teaching Methods, *Thinking Skills
Identifiers—ERIC Digests

Assisting students in the development of their ability to think has long been a basic goal of education. Creative thinking and critical thinking have been defined jointly as higher-order thinking based on fact and logic, insight and empathy; they are seen as necessary for problem solving, invention, and achievement. Because the primary goal of environmental education is typically described as the development of responsible environmental behavior, higher order thinking is needed. This digest focuses on the relationships between creative thinking and environmental education. Discussed are the behaviors involved in creative thinking, which disciplines are involved, and the curricular approaches which may be used. A list of 12 selected references is included. (CW)

ED 335 210 SE 051 959
Hassell, James Armistead, Joan
Meeting National Goals for 2000 and Beyond in Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062006
Note—3p.; For related digest, see SE 051 960.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Education, Mathematics Teachers, Minority Groups, Standards
Identifiers—ERIC Digests, *National Education Goals 1990

The reform of elementary and secondary school mathematics education in the United States has received renewed attention with the publication of several mathematics reform documents and the 1989 Education Summit sponsored by the nation's governors and President Bush. This digest lists documents and programs in four areas: (1) curriculum and testing, which focuses on the reform of mathematics education and on projects which have begun to answer this challenge including the National Council of Teachers of Mathematics' framework for the needed curriculum changes and its widely accepted document "Curriculum and Evaluation Standards for School Mathematics" and others; (2) teachers and teaching, which outlines programs for needed changes in teacher preparation; (3) school restructuring; and (4) Minority tracking. A list of 13 references is provided. (CW)

ED 335 211 SE 051 960
Yager, Robert E. Blosser, Patricia E.
Meeting National Goals for 2000 and Beyond in Science Education. ERIC/SMEAC Science Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062006
Note—3p.; For related digest, see SE 051 959.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, Elementary Secondary Education, Females, *Minority Groups, Program Descriptions, *Science Course Improvement Projects, Science Curriculum, *Science Education, Science Teachers, Science Tests
Identifiers—ERIC Digests, Holmes Group, *National Education Goals 1990, Project 2061 (AAAS)

The reform of elementary and secondary school science education in the United States has received renewed attention with the publication of several science reform documents and the 1989 Education Summit sponsored by the nation's governors and President Bush. This digest reviews documents which focus on the reform of science education and projects which have begun to answer this challenge including Project 2061 (American Association for the Advancement of Science) and the Scope, Sequence and Coordination (National Science Teachers Association) project. Areas covered include: (1) Strengthening Science Programs; (2) Strengthening Teacher Knowledge; (3) Working with Underrepresented Populations; and (4) Meeting the National Goal for Science Education. A list of 12 references is provided. (CW)

ED 335 230 SE 052 222
Mizer, Robert And Others
Mathematics: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. [Mathematics Education Information Report.]
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—RI88062006
Note—67p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($10.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Algebra, Arithmetic, Audiovisual Aids, College Mathematics, *Computer Uses in Education, Cooperative Learning, Data Analysis, Earth Science, *Elementary School Mathematics, Elementary Secondary Education, Experiential Learning, Females, Geometry, Graphs, Higher Education, *Interdisciplinary Approach, Junior High Schools, Learning Disabilities, Mathematics Anxiety, *Mathematics Education, Middle Schools, Minority Groups, Parents as Teachers, Plate Tectonics, *Problem Solving, Program Descriptions, Remedial Mathematics, Resource Materials, *Secondary School Mathematics, Technology, Vocational Education

This document contains 29 programs and/or material listings that were nominated by at least three persons and for which there was evidence of the quality of the program or materials. Reviewers looked for positive evaluation data on the impact of the materials on students, or other information that assessed the quality of the program or materials, or both. This resulted in a selected listing of programs and materials. Print and/or nonprint materials for students' use also had to be available. Programs and materials are listed in three sections: Elementary-Secondary (K-12), Elementary (K-9), Middle, High School, and College. Program titles include: (1) "Add-Ventures for Girls"; "Building Math Confidence"; (2) "EQUALS"; (3) "Family Math"; (4) "Florida Middle Grades Mathematics Instructional Model"; (5) "Great Exploration in Math and Science (GEMS)"; (6) "Activities to Integrate Mathematics and Science (AIMS)"; (7) "Figure Out"; (8) "Integrating Science, Math, and Technology (K-6)"; (9) "It Figures"; (10) "Instructional System in Mathematics (ISM)"; (11) "Jostens Learning Mathematics Curriculum"; (12) "LINK: A Middle School Math/Science Program for Excellence"; (13) "Math Their Way"; (14) "Math Works"; (15) "Project SEED"; (16) "Solve It"; (17) "TERC Used Numbers Project: Collecting and Analyzing Real Data"; (18) "Think About"; (19) "The Algebra Project"; (20) "Applied Mathematics"; (21) "Contemporary Precalculus through Applications"; (22) "Early Placement Evaluation in Mathematics (EPEM)"; (23) "Fifth-Year Math Program"; (24) "Math A-Fresno Unified School District"; (25) "Practical Mathematics I and II"; (26) "Teaching Remedial Mathematics to Students with Learning Disabilities"; and (27) "University of Chicago School Mathematics Project." Each section includes the title, source(s), audience, description, production date, evaluation and/or comments, materials available, and the address of a contact person. Four resource organizations and 11 references are listed. (KR)

ED 335 231 SE 052 223
Howe, Robert W. And Others
Trends and Issues in Mathematics Education: Curriculum and Instruction.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 90
Contract—RI88062006
Note—83p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($8.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Preparation, Curriculum Guides, *Educational Change, Educational Trends, *Elementary School Mathematics, Elementary Secondary Education, Evaluation, Females, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Minority Groups, Resource Materials, *Secondary School Mathematics, Staff Development, Textbooks
Identifiers—*NCTM Curriculum and Evaluation Standards

This monograph summarizes selected major activities, trends, issues, and recommendations related to curriculum, instructional materials and instruction in K-12 mathematics education that have been documented in the literature. The technique used for selecting trends, issues, and recommendations was to identify relevant literature that had published during recent years and selected documents referenced in these sources; determine the agreement or disagreement regarding trends, issues, and recommendations; select those that appeared most frequently and/or those that were indicated as possibly most influential; and select examples of curricula, programs, materials and instruction to illustrate trends, issues, and recommendations cited. Sections include: (1) "What Are the Conditions Creating a Demand for Change?"; (2) "What Is the Status of Mathematics Education in Elementary and Secondary Schools?"; (3) "Curricular Frameworks: Goals, Content, and Experience for Precollege Mathematics Education"; (4) "Research Related to Learning, Curriculum, Instructional Materials, and Instruction"; (5) "Development and Implementation of Curricula and Instructional Materials for Precollege Mathematics"; and (6) "Summary and Recommendations for the Reform of K-12 Mathematics Curriculum, Instructional Materials, and Instruction." A 166-item bibliography is provided. (KR)

ED 335 232 SE 052 224
Howe, Robert W. Disinger, John F.
Environmental Activities for Teaching Critical Thinking. [Environmental Education Information Report.]
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 90
Contract—RI88062006
Note—129p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($12.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Case Studies, Conservation (Environment), Cooperative Learning, *Critical Thinking, Data Analysis, Ecology, *Elementary School Science, Elementary Secondary Education, Energy, *Environmental Education, Magnets, Plastics, Pollution, Problem Solving, Public Opinion, Recycling, Role Playing, *Science Activities, Science Education, *Secondary School Science, Simulation, *Teaching Methods, Waste Disposal, Water

The ability to think critically is essential if individuals are to live, work, and function effectively in our current and changing society. The activities included in this publication were selected to identify a variety of effective strategies for teaching critical thinking skills through environmental education. Activities include library research and analysis of

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information; interviewing and analysis of information obtained through interviews, debates, simulations, and role playing; analyzing speeches and presentations; case studies; critical writing for community action; planning alternative actions; and evaluating alternative actions. The activities also emphasize analyses of materials and ideas by individual students, analyses and comparisons of analyses within small groups of students, class analyses and discussions of materials and ideas, comparing student developed materials and statements to published and community statements, and rethinking ideas at all levels of analyses based on new or different information. Topics include recycling, magnetism, packaging, plastics, water use, energy conservation, waste disposal, ecology, plant growth, soil compaction, wildlife, endangered species, carrying capacity, pollution, and zoning. Each activity includes the title, level, subject, reference, objectives, procedures, extensions and variations, and evaluation. Twenty-five references are included. (KR)

ED 335 233 SE 052 225

Disinger, John F. Howe, Robert W.

Trends and Issues Related to the Preparation of Teachers for Environmental Education. [Environmental Education Information Report.]

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 90

Contract—RI88062006

Note—32p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Science, *Elementary School Science, Elementary Secondary Education, *Environmental Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Science and Society, Science Curriculum, Science Education, *Secondary School Science, Teaching Methods, Technology

This publication reviews the literature pertaining to teacher education in, about, and for environmental education. The first section includes the definition, goals, and objective of environmental education. The second section summarizes the recent and current status of environmental education in elementary and secondary schools in the United States, with attention to implications for teacher education. Sections III and IV deal with foundation and content competencies for environmental educators. Section V addresses current teacher education activities in the field, and the sixth section summarizes trends and issues in preservice and inservice teacher education for environmental learning. A list of 52 references is provided. (KR)

ED 335 234 SE 052 226

Helgeson, Stanley L. And Others

Science: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. [Science Education Information Report.]

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 90

Contract—RI88062006

Note—97p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd. Room 310, Columbus, OH 43212 ($10.00).

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audiovisual Aids, Biology, Chemistry, College Science, Computer Uses in Education, Cooperative Learning, Data Analysis, Disabilities, Earth Science, *Elementary School Science, Elementary Secondary Education, Energy, Environmental Education, Experiential Learning, Females, Graphs, Higher Education, *Interdisciplinary Approach, Junior High Schools, Marine Biology, *Middle Schools, Minority Groups, Parents as Teachers, *Problem Solving, *Program Descriptions, Resource Materials, Science Education, *Secondary School Science, Social Studies, Staff Development, Technology, Television

This document contains 36 programs and/or material listings that were nominated by at least three persons and for which there was evidence of the quality of the program or materials. Reviewers looked for positive evaluation data on the impact of the materials on students, or other information that assessed the quality of the program or materials, or both. This resulted in a selected listing of programs and materials. Print and/or nonprint materials for students' use also had to be available. Programs and materials are listed in four sections: Elementary-Secondary (K-12), Elementary (K-8), Junior High/Middle School, and Secondary (7-12). One college program, which could also be used with high school students in a second-level science course, is also included. A final section provides some comments relative to the variety of programs and materials identified as a results of this project. Topics include physical science, engineering, life sciences/-health, computers, physics, telecommunications, marine biology, environmental education, ecosystems, geography, technology, scientific inquiry, water quality, earth science, field trips, and problem solving. Nine resource organizations and 26 references are listed. (KR)

ED 335 236 SE 052 228

Howe, Robert W. And Others

Trends and Issues in Science Education: Curriculum and Instruction.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 90

Contract—RI88062006

Note—77p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($8.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, College Preparation, Curriculum Development, Curriculum Guides, *Educational Change, Educational Trends, *Elementary School Science, Elementary Secondary Education, Evaluation, Females, Minority Groups, Resource Materials, Science Curriculum, *Science Education, *Science Instruction, *Secondary School Science, Staff Development, Textbooks

This monograph summarizes selected major activities, trends, issues, and recommendations related to curriculum, instructional materials and instruction related in science education that have been documented in the literature. The technique used for selecting trends, issues, and recommendations was to identify relevant literature that had published during recent years and selected documents referenced in these sources; determine the agreement or disagreement regarding trends, issues, and recommendations; select those that appeared most frequently and/or those that were indicated as possibly most influential; and select examples of curricula, programs, materials, and instruction to illustrate trends, issues, and recommendations cited. Sections include: (1) "What Are the Conditions Creating a Demand for Change?"; (2) "What Is the Status of Science Education in Elementary and Secondary Schools?"; (3) "Curricular Frameworks: Goals, Content, and Experiences for Precollege Science Education"; (4) "Research Related to Learning, Curriculum, Instructional Materials, and Instruction"; (5) "Development and Implementation of Curricula and Instructional Materials for Precollege Science"; and (6) "Summary and Recommendations for the Reform of K-12 Science Curriculum, Instructional Materials, and Instruction." A list of 136 references is included. (KR)

ED 335 238 SE 052 417

Frye, Shirley M.

Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics. ERIC/SMEAC Mathematics Education Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-91-6

Pub Date—91

Contract—RI88062006

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Support, *Curriculum Development, *Educational Assessment, *Educational Improvement, Elementary School Mathematics, Elementary Secondary Education, Local Issues, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Preservice Teacher Education, Professional Development, Public Support, School Support, Secondary School Mathematics, Standards, Teacher Attitudes, Teacher Evaluation, Teacher Improvement, Teacher Role

Identifiers—ERIC Digests, National Council of Teachers of Mathematics, *NCTM Curriculum and Evaluation Standards

The National Council of Teachers of Mathematics (NCTM), with the establishment and promulgation of standards for the reform of teaching and learning mathematics, has furnished the leadership and the impetus toward the achievement of a vision of affording a high-quality mathematics education for all of the nation's children. Published in March 1989, "Curriculum and Evaluation Standards for School Mathematics," along with a companion document, "Professional Standards for Teaching Mathematics" (NCTM, March 1991), have provided statements of what is valued in the school mathematics classroom. These statements have, in turn, promoted dialogue for the institution of reform on many fronts, including individual schools, local school districts, state boards of education, and universities. Incorporated in this digest are (1) a listing of the major shifts within the school mathematics classroom envisioned by these standards; (2) the two fundamental assumptions concerning teachers that underlie this new vision; (3) the specific beliefs and decisions of classroom teachers that can empower students by helping to encourage mathematical thinking, reasoning, and problem solving; (4) the assumptions that promote an evaluation of how and what information should be gathered and analyzed, by both teachers and administrators, to help teacher improve their teaching; (5) a listing of influences and expectations that are necessary for improved preservice and continuing education of mathematics teachers; and (6) the groups that must play a supportive role when making decisions that affect the teaching of mathematics. (JJK)

ED 335 239 SE 052 418

Disinger, John F.

Environmental Education for Adult Learners. ERIC/SMEAC Environmental Education Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-91-38

Pub Date—91

Contract—RI88062006

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Cognitive Development, *Communications, Community Involvement, Controversial Issues (Course Content), Decision Making, *Environmental Education, Interdisciplinary Approach, *Mass Media, Program Descriptions, *Public Opinion, Public Policy, Recycling, Science Education, Teaching Methods

Identifiers—ERIC Digests

Three relatively distinct groups demonstrating personal and professional interest in environmental education for adults are environmentalists, environmental educators, and adult educators. The agenda of each group, its potential contribution, and its limitations are discussed. The development of communication and cooperation among these groups, perhaps leading to joint programming and planning and enabling each to achieve its educational and environmental objectives more effectively, is described. The importance of professional environmental educators in initiating, supporting, and participating in cooperative efforts is emphasized. Sections include (1) "How are Social and Political Responses Related?"; (2) "What Bridges Can Be Built?"; (3) "Objective: Knowledge and/or Action?"; and (4) "What Programs and Models Exist"? (KR)

SO

ED 327 453 SO 030 409
Harwood, Angela M. Hahn, Carole L.
Controversial Issues in the Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-7
Pub Date—Sep 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education 2805 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Class Activities, Classroom Environment, *Controversial Issues (Course Content), *Critical Thinking, Discussion (Teaching Technique), Elementary Secondary Education, Learning Strategies, Skill Development, Social Studies, Student Educational Objectives, Teaching Methods
Identifiers—ERIC Digests

The essence of a healthy democracy is open dialogue about issues of public concern. An integral part of the training of young citizens, therefore, includes the discussion of controversial social, political, and economic policies. The use of classroom discussions as a pedagogical technique to examine controversial issues is explored by considering: (1) the nature of controversial issues discussions; (2) the importance of discussion in social studies instruction; (3) what is known about the use of controversial issues discussions in social studies; and (4) suggestions for implementing controversial issues discussions in the classroom. (DB)

ED 327 454 SO 030 410
Johnson, Jeffrey R.
Teaching about China. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-8
Pub Date—Oct 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Asian Studies, *Chinese Culture, Comparative Education, Current Events, *Curriculum Development, Foreign Countries, Foreign Culture, Global Approach, *International Relations, International Studies, Multicultural Education, Political Issues, Secondary Education, Social Studies, Stereotypes, *Teaching Methods
Identifiers—*China, Chinese People, ERIC Digests

In spring 1989, the United States watched intently as televised reports relayed the events unfolding in Beijing's (China) Tiananmen Square. This concern for a people whose culture and political institutions are significantly different reflects a continuing and compelling interest in China. Although historians and journalists in the United States long have observed a "special relationship" between the two countries, which has included periods of optimistic friendship as well as tragic conflict, China studies have been neglected in U.S. classrooms. Where it is not overlooked, China is too often the victim of stereotyping or specious generalizations. To encourage effective teaching about China, this ERIC Digest examines: (1) the political status of China; (2) reasons for teaching about China; (3) approaches to teaching about China; and (4) China's place in the pre-collegiate curriculum. (DB)

ED 329 450 SO 021 061
Callahan, William T., Jr., Ed. Banaszak, Ronald A., Ed.
Citizenship for the 21st Century. Our Democracy: How America Works Series.
Constitutional Rights Foundation, Los Angeles, Calif.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Foundation for Teaching Economics, San Francisco, Calif.; Indiana Univ., Bloomington. Social Studies Development Center.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-10-6
Pub Date—90
Contract—RI88062009
Note—344p.; Papers from a Conference held in the fall of 1988.
Available from—Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, Citizenship Responsibility, Civics, *Curriculum Development, Democratic Values, *Futures (of Society), Grade 8, Grade 9, Junior High Schools, Law Related Education, Socialization, *Social Studies, Student Educational Objectives, Values Education

As part of the formulation of a new multidisciplinary civics curriculum for students in grades 8 and 9, a major national conference on the future of civic education was conceived, on the premise that early adolescence is an especially appropriate time to introduce the fundamental ideas of a democratic society. This volume contains the presentations made to the conference by scholars in 10 areas of central importance to civics instruction: the individual disciplines of political science, economics, law, and sociology; implications of demographic change in the United States; political and economic socialization; civic participation; philosophy and ethics; and democratic values. Two appendices also are included: a Citizenship for the 21st Century Conference participants list and a list of members of the Our Democracy Project Steering Committee. (DB)

ED 329 484 SO 021 174
Mullins, Sandra L.
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-9
Pub Date—Nov 90
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Evaluation, Educational Improvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Excellence in Education, Instructional Development, Instructional Improvement
Identifiers—ERIC Digests, *National Commission on Social Studies in Schools

The National Commission on Social Studies in the Schools was formed in 1987 by the Organization of American Historians, the American Historical Association, and the National Council for the Social Studies to study the state of social studies in the schools and to make recommendations for curricular change. The Commission's curriculum report, "Charting a Course: Social Studies for the 21st Century (1989), is based on an exhaustive examination of the social studies curricula in the past and present. This digest outlines the essential elements of the Commission's curriculum report on goals and general recommendations for the social studies: (1) development of civic responsibility and citizen participation; (2) development of a global perspective through an understanding of students' life experiences as a part of the total human experience, past and present; (3) development of "Critical Understanding" of the history, geography, and the pluralistic nature of the civil institutions of the United States; (4) development of a multicultural perspective on the world's peoples through an understanding of their differences and commonalities throughout time and place; and (5) development of students' capacities for critical thinking about the human condition. Curriculum recommendations for grades K-6, and grades 7-12 are presented along with recommendations about teaching strategies. A 9-item reference list concludes the digest. (DB)

ED 329 486 SO 021 176
Patrick, John J.
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-1
Pub Date—Jan 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Civics, *Core Curriculum, Economics Education, Geography Instruction, Grade 11, Grade 12, High Schools, *High School Students, *Knowledge Level, *Social Studies, United States History
Identifiers—ERIC Digests, *Joint Council on Economic Education, *National Assessment of Educational Progress

During 1990, the National Assessment of Educational Progress (NAEP) reported findings about elementary and secondary school students' knowledge of U.S. history, geography, and civics. In 1988, the Joint Council on Economic Education reported findings from its national study of high school students' knowledge of economics. The designers and reporters of these national assessments have assumed that their instruments measured knowledge students should have learned through involvement with the social studies curriculum in elementary and secondary school. The synthesis of findings in this digest, however, is restricted to 11th and 12th graders, students who have completed most, if not all, of the social studies curriculum. The overall achievement of these upper level high school students in the core subjects of the social studies (history, geography, civics, and economics) is dismal. Factors identified that tend to produce better performances include a home environment where reading and information are valued, limited television viewing, classroom lessons that involve utilization of knowledge and higher level performances on tests of knowledge, teacher knowledge of the subject area, and strong programs of teacher in-service education. A 9-item resource list concludes the Digest. (Author/JH)

ED 329 489 SO 021 247
Patrick, John J., Ed. Leming, Robert S., Ed.
Resources for Teachers on the Bill of Rights.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Commission on the Bicentennial of the United States Constitution, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-12-2
Pub Date—91
Contract—RI88062009
Note—212p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Citizenship Education, Civics, *Constitutional History, Constitutional Law, *Educational Resources, Elementary Secondary Education, Governmental Structure, Instructional Materials, *Law Related Education, Social Studies, Teaching Guides, Teaching Methods, United States History
Identifiers—*Bill of Rights, *United States Constitution

Ideas and information that can enhance education about the constitutional rights of individuals in U.S. history and the current system of government in the United States are included in this book. The resource guide contains nine distinct parts dealing with aspects of learning and teaching about the Bill of Rights in both elementary and secondary schools. Part I, Background Papers, features four essays for teachers on the origins, enactment, and development of the federal Bill of Rights. A fifth paper

discusses the substance and strategies for teaching Bill of Rights topics and issues. Part II, A Bill of Rights Chronology, is a timetable of key dates and events in the making of the federal Bill of Rights. Part III, Documents, includes 11 primary sources about the origins, enactment, and substance of the federal Bill of Rights. Part IV, Lessons on the Bill of Rights, consists of nine exemplary lessons. The remaining five parts include: Papers in ERIC on Constitutional Rights; Select Annotated Bibliography of Curriculum Materials; Periodical Literature on Teaching the Bill of Rights; Bill of Rights Bookshelf for Teachers; and Directory of Key Organizations and Persons. (DB)

ED 329 490 SO 021 248
Zimmerman, Enid
Teaching Art From a Global Perspective. ERIC Digest.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-10
Pub Date—Dec 90
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Education, Community Education, Educational Change, Elementary Secondary Education, *Global Approach, International Education, Multicultural Education, Role of Education, Teaching Methods
Identifiers—ERIC Digests, *Global Education
In global education programs, emphasis on commonalties shared by all peoples and the understanding and appreciation of differences within various cultures and subcultures may provide strong rationales for those who wish to teach art in a social context. Global education should not be viewed as a discipline with particular content or subject matter, rather it should be seen as an approach to the study of culture that can focus on international concerns or those related to study of students' own local communities. To prepare students to be citizens in a global age, educational efforts need to be undertaken to bring about changes in content, social context, and methods through which cultural values are taught. These changes in terms of a social context include moving from (1) a mono-national context to a multinational context; (2) a mono-cultural context to a multicultural context; and (3) a school-bound context to a community involving context. Art teaching is discussed from multinational, multicultural, and community-based contexts and as part of global education. A 16-item reference list concludes the digest. (DB)

ED 329 491 SO 021 249
Hagaman, Sally
Aesthetics in Art Education: A Look Toward Implementation. ERIC Digest.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-11
Pub Date—Dec 90
Contract—RI880062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aesthetic Education, *Art Education, Curriculum Design, *Curriculum Development, Educational Philosophy, Elementary Secondary Education, Philosophy
Identifiers—*Aesthetics, *Discipline Based Art Education, ERIC Digests
Aesthetics, or the philosophy of art, is perhaps the most troublesome discipline advocated in a discipline-based approach to art education. It is troublesome for many reasons, including its largely verbal nature and the lack of experience of most art teachers with its content and modes of inquiry. Nevertheless, aesthetics can serve as a basis for all other content in an art curriculum because of its nature and its foundation of general questions about all works of art. Issues examined in this digest include: (1) relating aesthetics to art education; (2) placement of aesthetics in the art curriculum; (3) philosophical inquiry in art education; and (4) reconstruction of aesthetics in art education. A 9-item reference list concludes the digest. (DB)

ED 332 928 SO 021 408
Patrick, John J. Leming, Robert S.
How To Teach the Bill of Rights.
B'nai B'rith, New York, N.Y. Anti-Defamation League.; ERIC Clearinghouse for Social Studies/-Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-88464-135X
Pub Date—91
Contract—RI88062009
Note—114p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship Education, *Constitutional History, *Constitutional Law, Curriculum Development, Democratic Values, Educational Resources, History Instruction, *Law Related Education, Learning Strategies, Secondary Education, Secondary School Curriculum, Social Studies, Teaching Methods, *United States History
Identifiers—*Bill of Rights, Supreme Court, *United States Constitution
Directed to secondary school teachers of history, government, and civics, this book is designed to fit common educational objectives in secondary school curriculum guides that call for teaching and learning about the United States Constitution and Bill of Rights. The volume is intended to encourage careful reading, analysis, and classroom discussion of primary documents and legal case studies on Bill of Rights issue in U.S. history and contemporary society. The book is divided into seven chapters. Chapters 1 and 2 introduce the contents and meaning of the Federal Bill of Rights and provide a rationale and guidelines for teaching about constitutional rights and liberties. Chapters 3-6 include background knowledge and insights about the making of the Bill of Rights, key civic values in the Bill of Rights, the role of the Supreme Court in protecting constitutional rights, and Bill of Rights issues in five landmark cases of the Supreme Court. Teachers should draw upon the chapters of this volume to develop lesson plans and learning activities for their secondary school courses in history, civics, and government. Teachers will be able to use the substance of chapters 3-6 in their implementations of 12 lesson plans included in these chapters. Chapter 7 of this volume is a guide to resources for teachers on the Bill of Rights. It includes a select annotated bibliography of various kinds of teaching and learning materials including video programs, poster sets, case study books, mock trial simulations, and handbooks with various types of lesson plans and teaching strategies. The appendices in this volume include the complete text of the U.S. Constitution and an annotated table and index of Supreme Court cases mentioned or discussed in chapters 1-7. (DB)

ED 332 929 SO 021 409
Patrick, John J.
Teaching the Responsibilities of Citizenship. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-3
Pub Date—Apr 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Citizenship Responsibility, Civics, Civil Liberties, Civil Rights, Democratic Values, Elementary Secondary Education, Parent Participation, Public Affairs Education, Student Educational Objectives, *Teaching Methods, *Values Education
Identifiers—ERIC Digests
Education for citizenship in a constitutional democracy has been a long-standing goal of schools in the United States. To achieve this goal, students must learn their civil rights and responsibilities in a free society. This ERIC Digest discusses: (1) the importance of teaching about the responsibilities of citizenship; (2) deficiencies in learning about responsible citizenship; (3) how to improve learning about responsible citizenship at home; (4) how to improve learning about responsible citizenship at school; and (5) where to obtain information and materials about how to teach responsible citizenship. (Author)

ED 332 930 SO 021 411
Patrick, John J.
Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-2
Pub Date—Apr 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Core Curriculum, *Educational Assessment, Educational Change, Elementary Secondary Education, Futures (of Society), Knowledge Level, *Low Achievement, Standards, Student Educational Objectives, *Student Evaluation
Identifiers—ERIC Digests, National Education Goals 1990
In February 1990, the President of the United States and the 50 state governors proclaimed a set of six national goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most people have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This digest addresses one of the six national goals: "By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." (Author/DB)

ED 335 283 SO 021 697
Schlene, Vickie J.
Teaching the 20th-Century History of the United States. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-6
Pub Date—Jul 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, History Instruction, Learning Strategies, Secondary Education, Secondary School Curriculum, Social Studies, Student Educational Objectives, *Teaching Methods, *United States History
Identifiers—ERIC Digests, *Twentieth Century History
It is important to reaffirm the teaching of recent United States history in secondary schools. Diane Ravitch and Chester E. Finn state: "If we think it important that they (17-year-old students of 1986) understand the three decades between the Second World War and their own sixth birthdays (in 1975), we cannot expect this instructional job to be done for them by the daily newspapers or the nightly news; we have to teach this period as the history that it now is." Unfortunately, there are several obstacles to teaching this period of history, including time constraints, student apathy for the subject, and limited help from textbooks. This ERIC Digest: (1) examines the coverage of 20th century U.S. history; (2) discusses the consequences of limited coverage for student learning; (3) provides ideas on improvement of teaching and learning 20th century U.S. history; and (4) lists ERIC resources dealing with all these facets of the topic. (DB)

ED 335 284 SO 021 698
Stoltman, Joseph P.
Teaching Geography at School and Home. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-5
Pub Date—Jun 91
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, *Geographic Concepts, *Geography, *Geography Instruction, Parents as Teachers, Social Studies, *Student Educational Objectives, *Teaching Methods
Identifiers—ERIC Digests
Geography is a key to understanding and acting effectively in our world. It is the subject that, more than any other, enables people to comprehend the earth and its environment, and to appreciate the delicate balances between the human and physical elements that bind people to this planet. However, more than half the children of the United States are failing to achieve geographic literacy. Several reports for the National Assessment of Educational Progress (NAEP) reveal alarming deficiencies in the geography learning of U.S. youth. Furthermore, a recent international survey by the Gallup Organization found that U.S. young people lag far behind their age-mates in other industrially developed countries in their map skills and knowledge of geography. This ERIC Digest discusses: (1) what students should learn about geography; (2) what to do at school to improve the geography learning of students; and (3) what to do at home to improve the geography learning of children. A list of references and ERIC resources is provided. (DB)

ED 335 285 SO 021 765
Patrick, John J., Ed.
Ideas of the Founders on Constitutional Government: Resources for Teachers of History and Government.
American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Commission on the Bicentennial of the United States Constitution, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878147-02-1
Pub Date—91
Contract—RI88062009
Note—165p.; A product of Project '87.
Available from—Director of Educational Activities, American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Citizenship Education, *Constitutional History, *Constitutional Law, Educational Resources, High Schools, *History Instruction, Instructional Materials, Learning Activities, Political Science, *Secondary School Curriculum, Social Studies, Teaching Guides, United States Government (Course), *United States History
Identifiers—United States Constitution
The political ideas of John Adams, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and other Founders of the United States have been a rich civic legacy for successive generations of citizens. An important means of ensuring that these ideas on constitutional government continue to inspire and guide people in the 21st century lies in the curricula of secondary schools. Students need exposure to the constitutional thought of the Founders, and the documents that contain the Founders' ideas, if they are to be expected to think critically about these ideas in order to identify and maintain the best of them and to modify and improve upon the rest of them. Current secondary school curricula are flawed by neglect of core ideas in the political thought of the Founders. This volume is designed to address this flaw; its contents highlight the constitutional thought of important Founders in scholarly essays and teaching plans for high school history and government teachers and in document-based learning materials for students. The volume contains nine units, each of which is based on the ideas and primary sources found in essays originally published in "This Constitution: A Bicentennial Chronicle." Each of the nine units includes four elements: (1) An "Introduction" that announces the topic and main ideas of the constitutional government unit; (2) an essay written by a scholar that highlights primary sources on political ideas of one or more of the Founders of the United States; (3) a teaching plan for high school history and government teachers to guide their use of learning materials for students based upon the essay; and (4) a lesson for high school students of history and government designed to teach ideas in primary sources featured in the scholarly essay. (DB)

SP

ED 325 477 SP 032 730
Scannell, Marilyn M.
Roles and Authority of States in Policies for Teachers and Teaching. Trends and Issues Paper No. 2.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-076-0
Pub Date—Nov 90
Contract—RI88062015
Note—40p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2450 ($12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, *Alternative Teacher Certification, *Delivery Systems, Elementary Secondary Education, *Government Role, Higher Education, Literature Reviews, *Policy Formation, Preservice Teacher Education, State Legislation, *Teacher Certification, *Teacher Education Programs, Teacher Supply and Demand, Trend Analysis
This paper highlights recent trends, issues, and research related to the roles and authority of states in policies for teachers and teaching. A review of literature demonstrates an increased role for state policymakers in education decision making. Decisions that had typically been within the domain of professional educators are now subject to state mandate. Trends, however, suggest that state policymakers will focus their attention more on educational outcomes and accountability systems and less on prescribing how education should be delivered, thus making the role of local institutions increasingly important. While there is major agreement between educators and policymakers that systemic changes in the education system are necessary, in contrast to the surface changes of earlier reform mandates, there is substantial disagreement on how such change will be achieved. Many policy analysts advocate a capacity-building approach to effecting changes in the education delivery system. Many state policymakers are looking at system-changing policies rather than capacity-building strategies as the best method for effecting change; e.g., the advocacy of alternative teacher certification programs that bypass traditional education programs entirely. (JD)

ED 328 556 SP 032 924
Summerfield, Liane M.
Childhood Obesity. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-90-7
Pub Date—Dec 90
Contract—RI88062015
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Behavior Modification, Children, Dietetics, *Early Intervention, *Eating Habits, Exercise, Family Influence, *Heredity, *Obesity, *Physical Activities
Identifiers—ERIC Digests
In this discussion of childhood obesity, the medical and psychological problems associated with the condition are noted. Childhood obesity most likely results from an interaction of nutritional, psychological, familial, and physiological factors. Three factors–the family, low-energy expenditure, and heredity–are briefly examined. Early intervention is recommended with a focus on physical activity, diet management, and behavior modification. Parent education is also recommended as a means for preventing obesity in children. References are listed. (JD)

ED 330 674 SP 032 989
Stein, Sheryl E.
Prekindergarten Teacher Licensure. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-6
Pub Date—91
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Day Care Centers, Degrees (Academic), Early Childhood Education, Educational Certificates, Higher Education, *Preschool Education, *Preservice Teacher Education, *Teacher Certification, Teacher Qualifications, Teacher Salaries
Identifiers—ERIC Digests
This digest examines prekindergarten teacher licensure, which enables states to ensure a level of specialized knowledge and experience among early childhood professionals. A recent movement toward specialization has led to more states offering early childhood education licenses (which is beneficial since the best predictor of appropriate teacher behavior is the amount of formal education and training). As acknowledgement of the educational aspects of preschool education increases, state education agencies are receiving regulatory power over public preschool programs. This often conflicts with state social service agencies' regulation of custodial day care programs. High quality programs must encompass both education and social services. Different states offer various configurations of preschool credentials (e.g., early childhood education licenses distinct from elementary licenses, and title-specific licensure denoting the license range). Distinctions are made among early childhood professionals regarding credentials and compensation, with the public sector paying teachers better than the private sector and salaries higher in early education than in child care. (SM)

ED 330 675 SP 032 990
Summerfield, Liane M.
Drug and Alcohol Prevention Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-1
Pub Date—91
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Education, Community Involvement, Curriculum Development, *Drug Abuse, *Drug Education, Elementary Secondary Education, Health Education, Health Promotion, Inservice Teacher Education, Student Attitudes, *Substance Abuse, Teacher Role, Tobacco
Identifiers—*America 2000, ERIC Digests, *National Education Goals 1990
This digest discusses the issue of safe, disciplined, drug-free schools, one of the six national goals for American education established as a result of the February 1990 education summit. The importance of including substance use in comprehensive school health education (as well as other content areas of the curriculum) is stressed, noting that school systems, administrators, parents, and the community

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must establish policies and strategies for achieving objectives at the local level. Program philosophy must evolve from the community in order to lessen community resistance to sensitive issues and to increase curriculum relevance. Very little evaluation has been done on drug education programs, but the information available indicates that instruction must begin early in life, be part of a comprehensive health curriculum, ensure community involvement, and include teacher training. Implementation of drug education programs involves three steps: needs assessment; curriculum development; and program evaluation. Inservice teacher education is crucial to successful drug and alcohol education. (SM)

ED 330 676 SP 032 991
Sullivan, Pat
Exercise Adherence. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-3
Pub Date—91
Contract—R188062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, *Behavior Change, Change Strategies, Elementary Secondary Education, *Exercise, Habit Formation, *Health Activities, Health Promotion, Higher Education, Models, Motivation, *Persistence, *Physical Fitness, *Self Control
Identifiers—ERIC Digests

This digest discusses exercise adherence, noting its vital role in maximizing the benefits associated with physical activity. Information is presented on the following: (1) factors that influence adherence to self-monitored programs of regular exercise (childhood eating habits, and psychological, physical, social, and situational factors); (2) theoretical models of exercise adherence (psychobiologic screening model, locus of control, and adherence as a process); and (3) strategies for behavior change (self-control strategies, relapse prevention, and motivational strategies). Applying this knowledge to individual situations can assist in developing and maintaining the habits associated with a healthy lifestyle. (SM)

ED 330 677 SP 032 992
Strom, Sharon
The Knowledge Base for Teaching. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-88-8
Pub Date—91
Contract—R188062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Curriculum Development, Definitions, *Educational Quality, Excellence in Education, Higher Education, *Preservice Teacher Education, Professional Associations, *Professional Recognition, *Standards, Teacher Education Programs, Teacher Improvement
Identifiers—American Association of Colleges for Teacher Educ, Association of Teacher Educators, *Conceptual Frameworks, ERIC Digests, *Knowledge Base for Teaching

This digest examines the knowledge base for teaching, noting that many critical decisions about educational structure, policy, and assessment rely on it. The professionalization of teaching depends on showing that teaching requires mastery of a specialized body of knowledge that is applied ethically. Serious deliberation is needed in the professional community about types of knowledge required, conceptual frameworks for organizing and using knowledge, and modes of inquiry used in creating and validating knowledge claims. Several knowledge base frameworks have emerged recently, including two sponsored by national associations for teacher education. These frameworks have resulted in discussions about defining the knowledge base. Implications for teaching and teacher education include adding impetus to calls for change in educational curriculum and structure (thus changing preservice and beginning teacher programs). Five criteria for evaluating the extent to which conflicting conceptions of the knowledge base actually inform practice are: (1) relation of different types of knowledge to disciplined inquiry; (2) inclusion of multiple perspectives on teaching and schooling; (3) explanation of the interdependence of technical and normative aspects of teaching; (4) usefulness of the framework; and (5) degree to which it encourages reflective judgment and action. (SM)

ED 330 690 SP 033 018
Nystrand, Raphael O.
Professional Development Schools: Toward a New Relationship for Schools and Universities. Trends and Issues Paper No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Apr 91
Contract—R188062015
Note—29p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle N.W., Suite 610, Washington, DC 20036 ($12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College School Cooperation, Educational Change, *Educational Objectives, Educational Principles, Elementary Secondary Education, Higher Education, Laboratory Schools, *Preservice Teacher Education, Teacher Role
Identifiers—*Professional Development Schools

Professional development schools (PDS) offer significant promise for restructuring university-school district relationships around a common agenda of modeling exemplary practice, preparing teachers, and conducting research. Central to the success of such efforts will be the development of shared vision regarding the teaching profession and the establishment of norms that emphasize parity among and respect for members of the profession who occupy different roles, as well as reflectiveness about teaching and learning for all who populate such schools, and shared governance. This paper traces the development of the PDS concept and discusses issues related to establishing such schools. Topics include PDS goals, characteristics, rationale, and conceptual bases. Laboratory and model school precedents are also discussed. Issues considered include traditional differences in university and school cultures, financial support, and equity. (IAH)

ED 330 691 SP 033 019
Gehrke, Nathalie
Developing Teachers' Leadership Skills. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-5
Pub Date—Apr 91
Contract—R188062015
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teacher Induction, Elementary School Teachers, Elementary Secondary Education, *Instructional Leadership, Leaders, *Leadership Training, School Based Management, Secondary School Teachers, *Skill Development, *Teacher Improvement
Identifiers—ERIC Digests, Professional Development Schools

Teacher leaders often teach full- or part-time while assuming leadership responsibilities. Also, they have often learned new roles just by doing the tasks demanded by those roles. A more systematic approach to helping teachers develop the requisite skills for assuming leadership roles (e.g. department chairs, team and grade leaders, and curriculum committee chairs) is discussed. Emerging opportunities for leadership include three programs: beginning teacher assistance programs, school-centered decision making (site-based management), and professional development schools. Six leadership roles have been identified, which might serve as organizers for the descriptive reports on the formal programs to develop leadership skills: (1) continuing to teach and improve one's own teaching; (2) organizing and leading peer reviews of school practice; (3) providing curriculum development knowledge; (4) participating in school-level decision making; (5) leading in-service education and assisting other teachers; and (6) participating in the performance evaluation of teachers. The digest recommends a more concerted effort to develop programs to replace learning on the job as well as to evaluate teacher leader programs. (SM)

ED 330 692 SP 033 020
Dilworth, Mary E.
Motivation, Rewards, and Incentives. Trends and Issues Paper No. 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-081-7
Pub Date—Apr 91
Contract—R188062015
Note—21p.; Adapted from "Reading between the Lines: Teachers and their Racial/Ethnic Cultures" (ED 322 148).
Available from—ERIC CLearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412 ($12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Incentives, *Job Satisfaction, *Minority Group Teachers, *Rewards, Socioeconomic Background, Socioeconomic Influences, Teacher Background, Teacher Characteristics, *Teacher Motivation, *Teacher Persistence, Teacher Recruitment, Teaching (Occupation)

Examination of factors that contribute to a sustained commitment to the teaching profession suggests that motivation is influenced by nationality, socioeconomic background, gender, and point in time. In general, minority teachers come from lower socioeconomic backgrounds and have greater access to teaching than to some other professions. Rewards and incentives play a key role in the level of satisfaction that teachers derive from their work. Teachers in general garner more satisfaction from intrinsic rewards, such as the fulfillment of having successfully contributed to the development of a child, than from extrinsic rewards such as compensation and position. However, differences exist among ethnic groups in general satisfaction: receipt of various types of rewards, orientation towards colleagues and individuals in authority positions, and desire to teach certain types of children. A significant indicator of teacher job satisfaction is length of service. Differing perceptions among ethnic groups with regard to discipline problems, the ability to achieve one's ideals, and potential burnout influence the decision to enter and remain in teaching. (IAH)

ED 331 827 SP 033 106
Harnett, Anne Marie
Locating Practice-Oriented Materials in ERIC. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-6
Pub Date—Jun 91
Contract—R188062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliographic Databases, Class Activities, Elementary Secondary Education, Higher Education, Instructional Materials, *Menu Driven Software, *Optical Data Disks, *Search Strategies
Identifiers—*ERIC, ERIC Digests

The Educational Resources Information Center (ERIC) database is now available to many libraries and curriculum centers on compact disc (CD-ROM version), making it easier for teachers to search for and locate materials for day-to-day classroom activities. This digest asks and answers six questions on the kinds of practice-oriented materials in the database and search strategies that will locate them. The six questions are as follows: (1) What types of practice-oriented materials are in ERIC? (2) How does one find such materials? (3) How does one set up a search strategy? (4) What does "Target Audience" indicate in an ERIC resume? (5) How does a searcher use the Target Audience field to find mate-

rials? and (6) Are there practice-oriented materials not identified with practitioner labels in the Target Audience field? A list of resources is also included. (LL)

ED 335 297 SP 032 794
Bartunek, Holly M.
The Classroom Teacher as Teacher Educator. ERIC Digest 89-7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-7
Pub Date—90
Contract—RI88062015
Note—3p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Mentors, Preservice Teacher Education, *Professional Development, School Districts, *Staff Development, *Teacher Educators, *Teacher Role
Identifiers—ERIC Digests, *School Based Teacher Education
The school-based teacher educator (SBTE) is a classroom teacher who is responsible for preservice, inservice, or continuing education at a school or district level while maintaining a primary work location in an elementary or secondary classroom. Teachers in this role have the potential for enhancing faculty morale by responding to both the professional and personal development needs of the faculty and by utilizing other teachers as resources within the designed program. SBTE program possibilities can be accommodated to the needs of the school, the school culture, and the developmental stages of the teachers. A description is given of four types of SBTE programs: (1) mentorship programs; (2) a resident supervisor's program; (3) a regional staff development center associate program; and (4) a peer coaching program. (JD)

ED 335 356 SP 033 291
Harnett, Anne Marie
Preparation of Middle School Teachers. ERIC Digest 90-1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-1
Pub Date—91
Contract—RI88062015
Note—4p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, Educational Needs, Higher Education, Institutional Characteristics, Intermediate Grades, Junior High Schools, *Middle Schools, *Preservice Teacher Education, *Program Content, Student Characteristics, *Teacher Certification, *Teacher Education Curriculum
Identifiers—ERIC Digests
This digest reviews some of the literature on middle grades teacher preparation focusing on the following topics: (1) characteristics and needs of early adolescents (aged 10-14); (2) the kinds of schools and programs suited to early adolescents; and (3) characteristics of a teacher education curriculum that would adequately prepare teachers for these schools and programs. Early adolescent learners have special personal, social, and educational needs that, according to the literature, can be met more appropriately in a middle school (grades 6-8) than in an elementary or junior high school. Studies have recommended that middle schools be staffed by teachers who are expert at teaching early adolescents and have the appropriate education and training. According to many studies, teacher education must focus on the characteristics and needs of early adolescents and include content and methodology that are directly related to middle school programs. Recent studies underscore the need for both school-level professionals and teacher educators to involve themselves in restructuring teacher preparation for the middle grades and for greater cooperation between State Departments of Education and teacher training institutions to ensure adequate preparation and appropriate certification of middle school teachers. (LL)

ED 335 357 SP 033 292
Abdal-Haqq, Ismat
Professional Development Schools and Educational Reform: Concepts and Concerns. ERIC Digest 91-2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-2
Pub Date—Sep 91
Contract—RI88062015
Note—4p.; For a related document, see ED 316 548.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Educational Change, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Professional Development, *Program Improvement, Public Schools, *Schools of Education, *Student Teaching, Teacher Education Programs
Identifiers—ERIC Digests, *Professional Development Schools
This digest provides an overview of a new institution, the professional development school (PDS), and of its place in improving public schooling. The PDS is the result of a collaboration between universities and local school districts. In recent years, the literature has suggested that public schools as they exist today cannot adequately prepare tomorrow's teachers. A PDS is an exemplary, functioning public school which has as one of its fundamental missions the professional development of preservice, novice, and practicing teachers. The role of the PDS in improving practice and preparing teachers is analogous to the role of teaching hospitals in the medical profession. They are clinical sites where professional standards of practice are developed, refined, and institutionalized; where cohorts of teaching interns participate in structured induction programs; where both teaching practice and induction are knowledge based; and where inquiry, research, and reflection are used to continually test, refine, and expand this knowledge base. Some expressed concerns are: the cost of operating a PDS; the low esteem in which teacher education programs are held by the academic establishment; possible problems caused by differential treatment of teachers in the PDS; and the relatively few sites in the PDS network. (LL)

TM

ED 324 319 TM 012 991
Hannaman, Paula M.
ERIC/TM Acquisition Process: Its Benefits to the Educational Community & You.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—30 Mar 89
Contract—RI88062003
Note—21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989). For related documents, see ED 307 320 by L. M. Rudner and L. L. Wise (1989) and ED 307 335 by T. E. Eissenberg (1989).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clearinghouses, Databases, Data Collection, *Documentation, *Educational Research, Educational Resources, Information Dissemination, Information Sources, Information Storage, *Information Systems, Research Reports
Identifiers—Document Analysis, *ERIC Clearinghouse on Tests Measurement Evaluation, National Council on Measurement in Education
The process by which the Educational Resources Information Center's Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) acquires documents and the ways in which it offers them to users are discussed. Focus is on identifying how the ERIC/TM and members of the National Council on Measurement in Education (NCME) can cooperate to increase the standards and quality of professional knowledge in the educational community. Responsibilities of the ERIC/TM are to: (1) identify, acquire, and select literature within the clearinghouse scope; (2) process selected documents to maintain the ERIC database; and (3) disseminate information to policymakers, program planners, practitioners, and researchers via the database, publications, and user-information staff. Although the working relationship between the ERIC/TM and NCME has been mutually supportive, both could benefit by a greater incorporation of documents from NCME members into the ERIC/TM database. ERIC/TM document processing is described. Benefits to authors of submitting their documents to the ERIC/TM include: (1) wider dissemination of knowledge; (2) free publicity; (3) quick and easy retrieval by a worldwide audience; (4) selected documents will never go "out of print"; (5) provision of a complementary microfiche of the document; and (6) ERIC acceptance does not preclude other publication. Seven figures illustrate the text. (SLD)

ED 328 603 TM 016 134
Mullis, Ina V. S.
The National Assessment of Educational Progress (NAEP). ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-1
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Data Collection, *Educational Assessment, Elementary Secondary Education, Mathematics Achievement, Multiple Choice Tests, *National Surveys, Reading Achievement, Research Methodology, *Research Projects, *Sampling
Identifiers—ERIC Digests, *National Assessment of Educational Progress, Open Ended Questions
This digest describes the organization of the National Assessment of Educational Progress (NAEP) and what is included in a typical NAEP assessment. The way in which the NAEP selects students for assessments and how the assessments are used are discussed. The NAEP is a congressionally mandated project of the National Center for Education Statistics. The operational contract for 1990 and 1992 has been awarded to the Educational Testing Service and its subcontractor; the policy guidelines are formulated by the National Assessment Governing board. NAEP objectives for each assessment take the form of frameworks or matrices for content and process areas such as reading and mathematics. Students are selected through detailed sampling procedures. In 1990, approximately 87,000 students participated in the national assessment and another 100,000 students participated in the state assessments of eighth-grade mathematics. The NAEP estimates that in 1992, the assessments will involve 419,000 students in 12,000 schools. Data are collected by trained administrators to reduce the burden on participating students and schools. The assessment instruments, which are generally administered in group settings, include a variety of multiple-choice and open-ended items. The NAEP results are presented in the Nation's Report Card, which describes relationships between achievement and a variety of background characteristics. A two-item list of additional reading materials is included. (SLD)

ED 328 604 TM 016 135
Loxley, Bill
The International Association for the Evaluation of Educational Achievement. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-2
Pub Date—Dec 90

Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Role, *Educational Assessment, Educational Policy, Educational Research, Elementary Secondary Education, Information Dissemination, *International Organizations, International Studies, Organizational Objectives, *Private Agencies, *Research Projects, Statistical Analysis, Test Construction
Identifiers—ERIC Digests, *International Assn Evaluation Educ Achievement

This digest examines the organization of and international studies conducted by the International Association for the Evaluation of Educational Achievement (IEA). The IEA is a non-profit, private association that conducts international comparative studies on schools and aids the research community in developing international tests and statistical techniques. The IEA has 39 member countries. Policy makers and educators use IEA data to assess alternative curricula, monitor the quality of schooling worldwide, identify effective schools and determine ways of improving their own educational systems, and improve their understanding of the instructional learning process. The organizational structure of IEA consists of a chairperson, general assembly, six-member standing committee, and secretariat. Specific studies are managed by specially appointed steering committees and implemented by national centers. IEA studies include a decennial assessment of a core of school studies in math, science, reading literacy, composition, and foreign languages. Other studies include: a 35-country reading literacy study; the third international mathematics and science study; school and teacher resource assessments that focus on opportunity-to-learn indicators; longitudinal and in-depth case studies; a 21-country computer education study; and a 13-country study of pre-primary early childhood care and education. In the area of information dissemination, the IEA publishes bulletins, a semi-annual newsletter, and a guidebook on the IEA research network; the IEA also sponsors conferences on issue-related topics. A 4-item list of additional reading materials is included. (TJH)

ED 328 605 TM 016 136
Childs, Ruth Axman Rudner, Lawrence M.
State Testing of Teachers: The 1990 Report. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-3
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, Elementary School Teachers, Higher Education, *Licensing Examinations (Professions), Secondary School Teachers, *State Programs, State Surveys, Tables (Data), *Teacher Certification, Teacher Education, *Testing Programs
Identifiers—ERIC Digests, *Teacher Competency Testing

The results of the annual survey of state teacher testing programs in 1990 are summarized. State directors of teacher testing programs were contacted in the summer of 1990 and asked to update the data compiled in 1989 by the ERIC Clearinghouse on Tests, Measurement, and Evaluation. The results show that 46 states required teacher testing in 1990. Twenty-seven states use admissions tests: 17 use only commercially available tests, 5 allow colleges of education to select tests, three use only custom designed tests, and 2 use both commercially available and custom designed tests. Thirty-six states use certification tests: 27 use only commercially available tests, 7 use only custom designed tests, and 2 use both commercially available and custom designed tests. Certification tests assess basic skills (teachers' competencies in reading, writing, and mathematics) in 26 states, professional skills (teachers' abilities to teach) in 25 states, and subject knowledge (teachers' expertise in their areas of specialization) in 24 states. A table lists, for each state, the name of the test used, passing rate, and passing scores for both admission and certification tests, where appropriate. The table includes some information on coverage area (basic, professional, and/or subject) for the certification tests. A three-item list of additional reading materials is included. (TJH)

ED 328 606 TM 016 137
Chapman, Carmen
Authentic Writing Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-4
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary School Teachers, *Evaluation Methods, Higher Education, Inservice Teacher Education, *Instructional Innovation, Nontraditional Education, Portfolios (Background Materials), Secondary School Teachers, *State Programs, Student Evaluation, *Teacher Workshops, Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Workshops
Identifiers—*Authentic Writing Assessment, ERIC Digests, *Illinois Writing Project

Some of the ways authentic writing assessment can be used in education are discussed. Using the Illinois Writing Program (IWP) as an example, this digest also looks at some of the goals, solutions, and experiences of a program that is implementing authentic writing assessment. New directions in authentic assessment are aimed at going beyond writing as an isolated subject unto itself by integrating writing into the teaching of all subject areas, including science and mathematics. An authentic writing assignment should reflect various types of writing as well as levels of complexity related to the task assigned in the assignment's prompt. An increasingly popular format is portfolio assessment, in which students complete a body of writing over a prolonged period of time. The IWP was designed to represent defined writing skills as well as status and growth; verify that the methods used to construct, conduct, and verify the assessment meet technical standards; and implement an informational network to allow classroom and district personnel to use test results to improve instruction. Criteria for the rating system concentrate on the paper's maintenance of a compositional focus, the use of supportive arguments, organization, and use of conventional English. The assessment also produces a focused holistic score on integration, which reflects how well the composition as a whole accomplishes the assignment. Teacher involvement in the program is fostered via workshops, provided to over 1,000 teachers during the program's 5-year history. A five-item list of additional reading materials is included. (TJH)

ED 328 607 TM 016 138
Dutcher, Peggy
Authentic Reading Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-5
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Research, *Multiple Choice Tests, *Nontraditional Education, *Reading Tests, *State Programs, Student Evaluation, Student Interests, Test Construction, Test Format, *Testing Programs, Test Items
Identifiers—*Authentic Reading Assessment, ERIC Digests, *Michigan Essential Skills Reading Test, National Assessment of Educational Progress

Authentic reading assessment is examined, focusing on its implementation within the Michigan Essential Skills Reading Test (MESRT). Authentic reading assessment emerged as a response to research that indicates that reading is not a particular skill but an interaction among reader, text, and the context of the reading situation. Unlike formal assessments of reading, the MESRT uses intact, full-length stories and subject-area reading selections taken from real life materials, such as children's magazines, literature anthologies, and textbooks for different grade levels. The reading selections are then the driving force for developing test items. The MESRT uses the following three types of constructing-meaning items: (1) intersentence items, in which the answer to the test item can be found in two to three contiguous sentences within the reading selection; (2) test items, in which one or more paragraphs of the reading selection must be read to construct meaning; and (3) "beyond text" items, in which the reader not only constructs meaning from the text but also must bring in some of his or her own prior knowledge to answer the test item. In addition to the constructing-meaning items, the MESRT includes self-report items that assess student knowledge about illustrations or organization of specific texts as well as items that assess students' interest in and feelings about specific reading selections. To date, the reactions of parents and teachers have been positive. The positive impact of continuing research on reading and reading assessment is reflected in the 1992 National Asses .ent of Educational Progress reading framework as well as in other efforts. A six-item list of additional reading materials is included. (TJH)

ED 328 608 TM 016 139
Macklem, Gayle L.
Measuring Aptitude. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-7
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, *Aptitude Tests, Comparative Testing, Educational Research, Elementary Secondary Education, Intelligence Tests, *Predictive Measurement, Research Utilization, Test Results, *Test Use
Identifiers—Aptitude Improvement, ERIC Digests

Aptitude tests are defined in contrast to intelligence and achievement tests. Although aptitude tests, like intelligence tests, measure a student's overall performance across a broad range of mental capabilities, the former also often include items that measure more specialized abilities (such as verbal and numerical skills) that predict scholastic performance in educational programs. Compared to achievement tests, aptitude tests cover a broader area and a wider range of experiences. Research data indicate that individually administered aptitude tests identify predictors of future scholastic achievement, compare performance across students, provide a profile of students' strengths and weaknesses, assess differences among individuals, identify hidden talents in some children, and provide information about handicapped students. Aptitude tests provide information for instructional, administrative, and guidance purposes. Overall, research on the improvement of aptitude test scores is inconclusive, but it does indicate that effective training approaches involve the following: longitudinal, non-intrusive techniques; interaction of student abilities and training methods; practice and feedback; incorporating other strengths of the student; and focus on aspects of intellectual aptitude that have been identified as trainable. A five-item list of additional reading materials is included. (TJH)

ED 328 609 TM 016 140
Merz, William R., Sr. And Others
Neuropsychological Assessment in Schools. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-8
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Informa-

tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Diagnostic Tests, Disabilities, *Educational Diagnosis, Elementary Secondary Education, *Neuropsychology, Norm Referenced Tests, *Psychological Testing, Standardized Tests, *Test Use, Test Validity
Identifiers—ERIC Digests

The nature of neuropsychological assessment and its application in the school environment are discussed. Neuropsychology is the study of how the brain and nervous system affect thinking and behavior. A complete neuropsychological assessment requires gathering and analyzing information on a child's: (1) physical, social, and psychological development; and (2) education. Sources of data for neuropsychological assessments include parental observations, formal observation, standardized measures, and other tests such as the Halstead-Reitan Neuropsychological Test Battery and the Luria-Nebraska Neuropsychological Battery. Educational application of neuropsychological assessment is particularly pertinent today due to recent laws concerning education of the handicapped, the wide range of programs offered by schools for the developmentally disabled, and the difficulties involved in identification of learning disabilities. Although neuropsychological tests are excellent diagnostic tools, they are limited by the following: thoroughly trained professionals must administer the tests and interpret results; several other indicators must be used along with test results; questions about the validity of norms for such tests; and the time consuming nature of the tests. A five-item list of additional reading materials is included. (TJH)

ED 328 610 TM 016 141
Childs, Ruth Axman
Gender Bias and Fairness. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-9
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Aptitude Tests, College Entrance Examinations, Court Litigation, *Culture Fair Tests, Elementary Secondary Education, Legal Problems, *Sex Bias, *Test Bias, Test Interpretation, Test Results, Test Use
Identifiers—ERIC Digests, New York, Scholastic Aptitude Test

A brief introduction to the topic of gender bias and fairness in testing is provided. A test is biased if men and women with the same ability levels tend to obtain different scores. The conditions under which a test is administered, the wording of individual test items, and a student's attitude toward the test can affect test results. While gender bias is a characteristic of the test itself, gender fairness refers to the ways test results are used. Detection of gender bias involves checking questions for: references that may be offensive to members of one gender; references to objects that are more familiar to men or to women; and unequal representation of men and women as actors or representation of members of each gender only in stereotyped roles. Gender bias assessments are particularly important for aptitude and achievement tests. Determining whether test results are being used fairly requires examination of the organizational policies that determine how test results are used. This latter issue is illustrated with a court case ("Sharif v. New York State Education Department") concerning the use of SAT scores as sole determinants of scholarship awards. A four-item list of additional reading materials is included. (TJH)

ED 328 611 TM 016 142
Wiggins, Grant
The Case for Authentic Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-10
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Testing, Cost Effectiveness, *Educational Assessment, Elementary Secondary Education, Nontraditional Education, Public Opinion, Standardized Tests, *Test Use, Test Validity
Identifiers—*Authentic Assessment, California Assessment Program, *Direct Assessment, ERIC Digests, Indirect Assessment

Based on material prepared for the California Assessment Program, an argument in favor of authentic assessment is presented, and authentic assessment is contrasted with traditional standardized tests. An assessment is authentic when student performance on intellectual tasks is directly examined. Comparatively, traditional assessment relies on indirect or proxy items. Issues addressed include cost, effort and time requirements, and public suspicions regarding the objectivity of authentic assessment. It is contended that a move toward more authentic tasks and outcomes improves teaching and learning. In authentic assessments, students have greater clarity about their obligations and are asked to master more engaging tasks, and teachers can see assessment results as meaningful and useful for improving instruction. Conventional testing is probably adequate if the aim is to monitor performance. However, tests must be composed of exemplary tasks, criteria, and standards if the goal is to improve performance across the board. A five-item list of additional reading materials is included. (TJH)

ED 334 194 TM 014 148
Aschbacher, Pamela E.
Writing RFPs for Assessment Programs. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-9
Pub Date—Dec 89
Contract—OERI-R-88-062003
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Bids, Educational Assessment, Evaluation Methods, Financial Support, *Program Proposals, *Proposal Writing, Public Agencies, *Research Proposals, School Districts, State Agencies, *Technical Writing
Identifiers—ERIC Digests, *Requests for Proposals

A Request for Proposal (RFP) is the formal document used by an agency to solicit services from the outside sources that education agencies often use for the design, administration, or scoring of assessment measures. The guidelines presented are intended to help in writing an RFP. A few fundamental aspects of assessment significantly influence the planning of the RFP process and document: money; time; nature of the project; type of bid; and phases of the project. Because the RFP is part of the eventual contract it should be as clear and precise as possible. Constraints typically hindering the development of "good" RFPs include limitations imposed by agency policies and procedures; limited communication between the agency and bidders; and concern for cost, sometimes at the expense of quality. To deal with these constraints, the RFP writer should specify as carefully as possible what is desired and expected; encourage fair and timely communication with the bidders; and build control of technical quality into the RFP and the project. (SLD)

UD

ED 327 612 UD 027 838
Ascher, Carol
Can Performance-Based Assessments Improve Urban Schooling? ERIC Digest Number 56.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-6; ISSN-0889-8049
Pub Date—Jun 90
Contract—R188062013
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged Youth, Educational Innovation, *Educational Testing, Elementary Secondary Education, Evaluation Methods, Evaluation Problems, Literature Reviews, *Standardized Tests, *Student Evaluation, Test Bias, Testing, *Testing Problems, *Urban Education
Identifiers—ERIC Digests, *Performance Based Evaluation

Performance-based assessment has the potential to support a richer curriculum and more accurately assess the skills of low-income minority students than standardized tests. Performance-based assessment has the following advantages: (1) it allows a wide range of expression; (2) it permits assessment of learning in a natural context while students make active use of a skill; (3) it assesses a wide range of competencies; (4) it requires students to demonstrate mastery in a personal and integrated way; and (5) it has "ecological validity," because students perform as they will have to in life. The following types of performance-based assessments are described: (1) station activities, which require students to proceed through a series of discrete tasks, either individually or in teams, in a given amount of time; (2) domain projects, which require students to complete a set of exercises designed to explore an idea, concept, or practice central to a particular academic or artistic domain; (3) portfolios, which consist of several projects completed in a sequence to show progress with a subject; and (4) videotapes, which can show students performing or being interviewed. While performance-based assessment methods appear to be reliable, such assessments are expensive to score when compared to mechanically scored standardized tests. Moreover, there are indications that performance-based tests might result in lower scores for low-income and minority students unless there were accompanying changes in teaching methods. Finally, the pressure for mandated performance-based testing could still result in narrowly focused teaching geared to the new assessment methods. A list of 13 references is appended. (FMW)

ED 327 613 UD 027 839
Webb, Michael
Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-7; ISSN-0889-8049
Pub Date—Jul 90
Contract—R188062013
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Cultural Training, *Cultural Awareness, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Interdisciplinary Approach, Literature Reviews, *Multicultural Education, Program Descriptions
Identifiers—ERIC Digests, Project Reach

Schools have introduced numerous programs and activities, intended to recognize the achievements of ethnic groups, in the belief that a multicultural education prepares students for life in an ethnically diverse society and also results in cognitive and affective benefits. Multicultural activities have the following goals: (1) to remedy ethnocentrism in the traditional curriculum; (2) to build understanding among racial and ethnic groups, and appreciation of different cultures; (3) to defuse interracial tensions and conflicts; and (4) to make the curriculum relevant to the experiences, cultural traditions, and historical contributions of minority groups. Studies also indicate links between multicultural education and improved academic achievement for African American and Hispanic American students. Most multicultural learning activities consist of discrete lessons organized around particular events. These activities may be confined to a particular classroom or can involve the entire school. Project Respecting Ethnic and Cultural Heritage (REACH) is a comprehensive, discipline-based multicultural program that infuses information on the history and culture of various groups into the middle school curriculum. Portland (Oregon) and Albuquerque (New Mexico) have also developed programs that integrate multi-

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cultural activities throughout the curriculum. The following considerations in developing interdisciplinary programs are outlined: (1) needs assessment; (2) goals; (3) curriculum development; and (4) staff development. A list of nine references and a list of four resources are appended. (FMW)

ED 328 644 UD 027 903
Bempechat, Janine Omori, Miya C.
Meeting the Educational Needs of Southeast Asian Children. ERIC/CUE Digest No. 68.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-8
Pub Date—Aug 90
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Asian Americans, Cambodians, *Cultural Influences, Culture Conflict, Elementary Secondary Education, Immigrants, Laotians, Limited English Speaking, Literature Reviews, *Psychological Needs, *Refugees, Vietnamese People
Identifiers—*Asian American Students, ERIC Digests
Teachers must be sensitive to the diverse cultures and the sometimes difficult personal experiences of Southeast Asian immigrant students. Varied conditions of arrival have a significant impact on their adaption to life in the United States. Earlier Vietnamese immigrants were more educated and Westernized compared to later Vietnamese, Cambodian, and Laotian refugees. The Confucian principles of filial piety, ancestral unity, primogeniture, and lineage influence parental socialization practices, and individuals strive to attain harmony in social relationships. The psychosocial development of Southeast Asian children is influenced by the conditions under which they arrived in the United States and by the tension between traditional and U.S. cultural beliefs. Unaccompanied males and Amerasian children are particularly susceptible to depression and behavioral problems. Younger children seem to adjust to the school environment more easily than older children, but language presents a major barrier for both students and parents. Educators can facilitate learning and encourage parent participation if they: (1) use bilingual teachers and school-home liaisons as resources; (2) become familiar with Vietnamese, Cambodian, and Laotian culture; (3) identify the specific conditions under which each family immigrated; (4) ask all students to share information about native culture and exhibit respect for individual characteristics; (5) invite children to discuss problems privately; and (6) ask parents who immigrated earlier to help more recent immigrant parents to understand school policy and to translate communications. A list of 13 references is appended. (FMW)

ED 334 309 UD 028 127
Grannis, Joseph C.
Meeting the Goals of School Completion. ERIC/CUE Digest No. 69.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-9; ISSN-0889-8049
Pub Date—Feb 91
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, Asian Americans, Black Students, *Dropout Prevention, *Dropout Programs, Dropout Research, Federal Programs, *High School Graduates, High Schools, Hispanic Americans, *Racial Differences, *Student School Relationship, White Students
Identifiers—*African Americans, ERIC Digests, *National Education Goals 1990
President Bush's National Education Goals for the year 2000 include increasing the percentage of students graduating from high school, increasing the percentage of dropouts who return later to complete a high school degree or its equivalent, and closing the gap in graduation rates between minority group students and White students. Census figures indicate that the overall dropout rate increased between 1968 and 1989, and that the school completion rates for Hispanic American students and Native American students lag far behind the rates of African American students and White students. Student engagement with school has emerged as the single most important factor in dropout prevention and school completion. The following categories of dropout prevention program characteristics are essential to promoting student engagement: (1) relevance of school; (2) academic success; (3) students' positive experience of the school environment; and (4) school accommodation to outside factors. In addition, a successful dropout prevention program must include clear school completion goals, which must be regularly monitored, and district and school accountability. Long-term improvements in school completion rates will require both school improvement and improvements in larger social problems, such as health care, housing, unemployment, and job discrimination. A list of 13 references is appended. (FMW)

ED 334 310 UD 028 128
Schwartz, Wendy
Teaching Limited English Proficient Students To Understand and Use Mathematics. ERIC/CUE Digest No. 70.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-0; ISSN-0889-8049
Pub Date—Mar 91
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Elementary School Mathematics, Elementary Secondary Education, *Instructional Improvement, *Limited English Speaking, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Program Descriptions, Secondary School Mathematics, *Teacher Attitudes
Identifiers—Active Mathematics Teaching, ERIC Digests
Some of the instructional techniques developed by the mathematics reform movement are effective with Limited English Proficient (LEP) students, whether instruction is provided in the student's native language or in English. The following assumptions lead to good instruction: (1) students are capable of learning advanced mathematics regardless of their fluency in English or the ability of their teacher to speak their native language; (2) computation skills are less important than an understanding of mathematics; (3) number facts can be learned fastest in the context of understanding mathematics; (4) students should be exposed to large amounts of content; and (5) students' everyday lives provide sources of mathematics knowledge. A mathematics curriculum for LEP students should include the following approaches: (1) adjusting the linguistic complexity of learning tasks; (2) teaching "mathematics language"; (3) asking students to devise problems from their own experiences; (4) including course content recommended by the National Council of Teachers of Mathematics (NCTM); (5) presenting mathematics as a social task; and (6) designing assessment methods appropriate to the curriculum. Active Mathematics Teaching (AMT), a form of instruction that conveys large amounts of highly structured information to beginning students, and Cognitively Guided Instruction (CGI), which focuses on student thought processes while solving problems, show great promise for use with LEP students. A list of eight references is appended. (FMW)

ED 334 311 UD 028 129
Darling-Hammond, Linda Ascher, Carol
Accountability Mechanisms in Big City School Systems. ERIC/CUE Digest No. 71.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-1; ISSN-0889-8049
Pub Date—Apr 91
Contract—RI88062013
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Evaluation Utilization, *Outcomes of Education, *School Effectiveness, *Systems Approach, *Urban Schools
Identifiers—*Educational Indicators, ERIC Digests
The urgent need to improve big city schools has been a powerful incentive to adopt accountability systems. The following types of accountability systems may exist alongside each other: (1) political; (2) legal; (3) bureaucratic; (4) professional; and (5) market. Bureaucratic accountability is a "top down" system that holds teachers responsible for following standard procedures. Professional accountability is "teacher focused" and emphasizes teacher preparation, certification, selection, and evaluation. Market accountability is based on "customer choice" that makes schools accountable to parents and students. Because each form has its own strengths and weaknesses, an effective system of accountability should combine several to ensure that students are well served. Statistical indicators play a major role in accountability systems. The following criteria should be considered in selecting indicators: (1) problem-oriented; (2) relevant to policy; (3) reflective of educational outcomes; (4) indicative of student backgrounds; and (5) illustrative of school context. The following criteria should be used in interpreting indicators: (1) validity; (2) reliability; and (3) corruptibility. Indicators should go beyond the traditional student standardized test scores to reflect factors that structure the student's experience of school. Properly conceived indicators can be used as powerful political tools and as incentives to change behavior. A list of 11 references is appended. (FMW)

ED 334 338 UD 028 188
Ascher, Carol
School Programs for African American Male Students. Trends and Issues No. 15.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 91
Contract—RI88062013
Note—46p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Education, Black Students, Educational Innovation, Elementary Secondary Education, *Males, *School Community Relationship, *Urban Problems, *Urban Programs
Identifiers—*African Americans
This monograph describes recently initiated or proposed school- and community-sponsored educational programs for African American male children and youth. The decline in the urban industrial economy, the departure of middle- and working-class African Americans from the inner cities, and the burgeoning African American birthrate have contributed to the development of a highly negative urban environment in which African American youth are deprived of models of a disciplined lifestyle and realistic hope for the future. Educational programs tailored specifically for African American males aim to inoculate youth against this hostile environment and to empower them as individuals and as community members. The programs share the following components: (1) male role models/male bonding; (2) identity/self-esteem; (3) aca-

demic values and social skills; (4) parent and community strengthening; (5) transition to manhood; and (6) a safe haven. Descriptions of 17 school-based and school-linked programs and five district and state proposals for school-based projects are included. Where possible, each description includes the following information: (1) the organizer's view of the problem to be solved; (2) a description of the community served; (3) the program components; (4) references; and (5) the name of a contact person. A list of 63 references is appended. (FMW)

ED 334 339 UD 028 189

Darling-Hammond, Linda Ascher, Carol

Creating Accountability in Big City School Systems. Urban Diversity Series No. 102.

Columbia Univ., New York, NY. Teachers Coll. National Center for Restructuring Education, Schools and Teaching.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 91

Contract—R188062013

Note—48p.; On title page, cited as "Creating Accountability in Big City Schools."

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Educational Assessment, *Educational Improvement, Elementary Secondary Education, Evaluation Criteria, Outcomes of Education, School Effectiveness, School Restructuring, *Systems Development, *Urban Schools

Identifiers—*Educational Indicators

Accountability has always been a basic concept in public education, although ideas about how to accomplish it have changed over the years. Problems in urban schools have given rise to the hope that carefully created systems of accountability might spur school improvement and school restructuring. Devising a system of genuine accountability in a large urban school is a complex task, involving careful sorting of responsibilities and a thoughtful set of measures for assessing school effectiveness and student progress. The following types of mechanisms operate simultaneously within a system of accountability: (1) political accountability; (2) legal accountability; (3) bureaucratic accountability; (4) professional accountability; and (5) market accountability. Bureaucratic accountability, professional accountability, and market accountability are all currently proposed as strategies for school improvement. Accountability systems need multiple statistical indicators to stimulate and measure school improvement; however, there is little agreement about what those indicators should be, or who should be responsible for determining them. Indicators must go beyond rudimentary output measures such as student test scores and examine the school context. Whether the indicators focus on inputs or outputs, care must be taken to protect the technical quality of the data, to create a level of analysis that isolates within-school differences, and to ensure that across-school comparisons are fair. A list of 29 references is appended. (FMW)

ED 334 340 UD 028 190

Ascher, Carol

School Programs for African American Males. ERIC CUE Digest No. 72.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-2; ISSN-0889-8049

Pub Date—May 91

Contract—R188062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Culture, Blacks, *Black Students, Educational Innovation, Elementary Secondary Education, *Males, *Program Content, *Role Models, *Student Development

Identifiers—*African Americans, ERIC Digests

New educational programs are attempting to meet the needs of male African American students. The new programs vary widely in approach, scope, content, and targeted age group. However, they all focus on helping African American male youth develop productive behaviors and values by bringing them into contact with African American male adults. The following components are common to most programs: (1) appropriate male models/male bonding; (2) identity/self-esteem; (3) academic values and skills; (4) parent and community strengthening; (5) transition to manhood; and (6) a safe haven. Of all the program components, those programs that have experimented with all-African, all-male classes have been the most controversial. While early evaluations indicate some success, it is too early to determine the long-term effectiveness of these programs and approaches. African American males have been called "an endangered species" and these new programs are an important attempt to help this group function productively. A list of eight references is appended. (FMW)

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ED 335 207 (RC)

Alcohol Education
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Alternative Teacher Certification
Roles and Authority of States in Policies for Teachers and Teaching. Trends and Issues Paper No. 2.
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Drug and Alcohol Prevention Education. ERIC Digest.
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American Indian/Alaskan Native Learning Styles: Research and Practice. ERIC Digest.
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American Indian Exceptional Children and Youth. Report of a Symposium (Albuquerque, New Mexico, February 6-8, 1985). An ERIC Exceptional Child Education Report. Revised.
ED 322 706 (EC)

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Meeting the Educational Needs of Southeast Asian Children. ERIC/CUE Digest No. 68.
ED 328 644 (UD)

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Fighting Alcohol and Substance Abuse among American Indian and Alaskan Native Youth. ERIC Digest.
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Authentic Assessment
The Case for Authentic Assessment. ERIC Digest.
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Authentic Reading Assessment. ERIC Digest.
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The Role of Vocational Education in the Development of Students' Academic Skills: An Implementation Guide. Information Series No. 340.
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Bilingual Special Education. ERIC Digest #E496.
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A High School Student's Bill of Rights. Teaching Resources in the ERIC Database (TRIED) Series.
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ED 328 607 (TM)
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ED 327 217 (IR)
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ED 329 810 (CE)
Behaviorally Disordered? Assessment for Identification and Instruction. Working with Behavioral Disorders: CEC Mini-Library.
ED 333 660 (EC)
Bilingual Special Education. ERIC Digest #E496.
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ED 329 382 (RC)
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ED 327 612 (UD)
Career Development: Preparing for the 21st Century.
ED 330 920 (CG)
The Case for Authentic Assessment. ERIC Digest.
ED 328 611 (TM)
The Case for Mixed-Age Grouping in Early Education.
ED 326 302 (PS)
The Challenge of Counseling in Middle Schools. ERIC Digest.
ED 328 825 (CG)
The Changing World of the Elementary School Counselor. ERIC Digest.
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Childhood Obesity. ERIC Digest.
ED 328 556 (SP)
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ED 329 450 (SO)
The Classroom Teacher as Teacher Educator. ERIC Digest 89-7.
ED 335 297 (SP)
Collaborative Learning in Adult Education. ERIC Digest No. 113.
ED 334 469 (CE)
College Choice: Understanding Student Enrollment Behavior. ASHE-ERIC Higher Education Report No. 6.
ED 333 855 (HE)
College Choice: Understanding Student Enrollment Behavior. ERIC Digest.
ED 333 854 (HE)
Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics. ERIC/SMEAC Mathematics Education Digest.
ED 335 238 (SE)
Communicating with Culturally Diverse Parents of Exceptional Children. ERIC Digest #E497.
ED 333 619 (EC)
The Community College Role in Achieving Adult Literacy. ERIC Digest.
ED 333 951 (JC)
Competency-Based Career Development Strategies and the National Career Development Guidelines. Information Series No. 345.
ED 327 739 (CE)
Computer Uses in Secondary Science Education. ERIC Digest.
ED 331 489 (IR)
Contact Literature in English. ERIC Digest.
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Counseling Futures.
ED 329 862 (CG)
Counseling To Enhance Self-Esteem. ERIC Digest.
ED 328 827 (CG)
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ED 330 984 (CG)
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ED 334 339 (UD)
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ED 333 713 (FL)
Critical Thinking. Special Collection Number 3.
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Cultural Considerations in Adult Literacy Education. ERIC Digest.
ED 334 866 (FL)
Current Projects and Activities in K-12 Science Education Curriculum Development. ERIC/SMEAC Science Education Digest No. 3.
ED 324 194 (SE)
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Developing Metacognition. ERIC Digest.
ED 327 218 (IR)
Developing Programs for Students of High Ability. ERIC Digest #E502.
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Developing Teachers' Leadership Skills. ERIC Digest.
ED 330 691 (SP)
Dialect Diffe.ences and Testing. ERIC Digest.
ED 323 813 (FL)
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ED 327 221 (IR)
Distance Education at the Elementary and Secondary Level. A Select ERIC Bibliography. ERIC/IR Mini-Bib.
ED 327 179 (IR)
Drug and Alcohol Prevention Education. ERIC Digest.
ED 330 675 (SP)
Drug-Free Schools: A National Challenge. Drug Testing.
ED 332 696 (IR)
Economic and Work Force Development. New Directions for Community Colleges, Number 75.
ED 335 107 (JC)
Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda.
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Educating the Consumer about Advertising: Some Issues. ERIC Digest.
ED 332 255 (CS)
Effective Instruction for Language Minority Children with Mild Disabilities. ERIC Digest #E499.
ED 333 621 (EC)
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field. ERIC Digest.
ED 335 206 (RC)
Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education.
ED 332 697 (IR)
Emerging Issues in State-Level School Finance. ERIC Digest Series Number EA 56.
ED 324 777 (EA)
Employability-The Fifth Basic Skill. ERIC Digest No. 104.
ED 325 659 (CE)
Empowering Culturally and Linguistically Diverse Students with Learning Problems. ERIC Digest #E500.
ED 333 622 (EC)
Empowerment for Later Life. ERIC Digest.
ED 328 828 (CG)
Encouraging Writing Achievement: Writing across the Curriculum. ERIC Digest.
ED 327 879 (CS)
Encouraging Young Children's Writing. ERIC Digest.
ED 327 312 (PS)
Encouraging Your Junior High Student To Read.
ED 333 362 (CS)
Environmental Activities for Teaching Critical Thinking. [Environmental Education Information Report.]
ED 335 232 (SE)
Environmental Education for Adult Learners. ERIC/SMEAC Environmental Education Digest.
ED 335 239 (SE)
ERIC and the Adult Education Act: 25 Years of Collaboration. ERIC Digest No. 107.
ED 329 807 (CE)
ERIC Clearinghouse Publications, 1990. An Annotated Bibliography of Information Analysis Products and Other Major Publications of ERIC Clearinghouses, January-December 1990.
ED 335 060 (IR)
ERIC on CD-ROM: Update 1990. ERIC Digest.
ED 330 372 (IR)
ERIC/TM Acquisition Process: Its Benefits to the Educational Community & You.
ED 324 319 (TM)
Ethnography and Adult Workplace Literacy Program Design. ERIC Digest.
ED 334 867 (FL)
Evaluating Educational Programs. ERIC Digest Series Number EA 54.
ED 324 766 (EA)
Evaluating Principals. ERIC Digest Series Number 60.
ED 330 064 (EA)
Exercise Adherence. ERIC Digest.
ED 330 676 (SP)
Family and Intergenerational Literacy. ERIC Digest No. 111.
ED 334 467 (CE)
Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy." Information Series No. 342.
ED 327 736 (CE)

Family Caregiving. ERIC Digest.
ED 328 826 (CG)
Family Involvement. Special Collection Number 4.
ED 334 547 (CS)
Family Lives and Parental Involvement in Migrant Students' Education. ERIC Digest.
ED 335 174 (RC)
Fighting Alcohol and Substance Abuse among American Indian and Alaskan Native Youth. ERIC Digest.
ED 335 207 (RC)
Flyer File on Culturally and Linguistically Diverse Exceptional Learners.
ED 334 808 (EC)
Foreign Language Learning: An Early Start. ERIC Digest.
ED 328 083 (FL)
Foreign Languages and Distance Education: The Next Best Thing.to Being There. ERIC Digest.
ED 327 066 (FL)
Four-Year-Olds and Public Schooling. ERIC Digest.
ED 325 204 (PS)
A Framework for Evaluating Local Vocational Education Programs. Information Series No. 344.
ED 327 738 (CE)
A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper No. 32.
ED 332 855 (RC)
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities. ERIC Digest #E501.
ED 333 623 (EC)
Funding Rural, Small Schools: Strategies at the Statehouse. ERIC Digest.
ED 335 205 (RC)
Gender Bias and Fairness. ERIC Digest.
ED 328 610 (TM)
Gifted Youth at Risk: A Report of a National Study.
ED 334 807 (EC)
Guidance--The Heart of Education: Three Exemplary Approaches. ERIC Digest.
ED 328 829 (CG)
The Head Start Experience. ERIC Digest.
ED 327 313 (PS)
"High Risk" Students and Higher Education: Future Trends. ERIC Digest.
ED 325 033 (HE)
A High School Student's Bill of Rights. Teaching Resources in the ERIC Database (TRIED) Series.
ED 334 622 (CS)
How Can We Teach Critical Thinking? ERIC Digest.
ED 326 304 (PS)
How College Learning Specialists Can Help College Students. ERIC Digest.
ED 334 571 (CS)
How To Teach the Bill of Rights.
ED 332 928 (SO)
Hypermedia: Design and Application. A Select ERIC Bibliography Prepared Especially for the National Conference and Exhibition of the American Association of School Librarians (5th, Salt Lake City, Utah, October 18-22, 1989). Mini-Bib.
ED 326 199 (IR)
Ideas of the Founders on Constitutional Government: Resources for Teachers of History and Government.
ED 335 285 (SO)
Implementing Middle School Foreign Language Programs. ERIC Digest.
ED 333 714 (FL)
Increasing Comprehension by Activating Prior Knowledge. ERIC Digest.
ED 328 885 (CS)
Infant Child Care. ERIC Digest.
ED 333 963 (PS)
Information Skills for an Information Society: A Review of Research. ERIC Digest.
ED 327 216 (IR)
Information Technology and the Informed Citizen: New Challenges for Government and Libraries. ERIC Digest.
ED 331 528 (IR)
Interactive Videodisc in Vocational Education. ERIC Digest No. 105.
ED 325 660 (CE)
The International Association for the Evaluation of Educational Achievement. ERIC Digest.
ED 328 604 (TM)
Involving At-Risk Families in Their Children's Education. ERIC Digest Series Number EA 58.
ED 326 925 (EA)
Involving the Families of At-Risk Youth in the Educational Process. Trends & Issues Series, Number 5.
ED 328 946 (EA)
The Knowledge Base for Teaching. ERIC Digest.
ED 330 677 (SP)
A Learner-Centered Worker Education Program. ERIC Digest.
ED 334 872 (FL)
The Learning Environment. The Best of ERIC on Educational Management Number 104.
ED 323 598 (EA)
Learning Styles Counseling.
ED 333 308 (CG)
Learning To See: American Sign Language as a Second Language. Language in Education: Theory and Practice 76.
ED 332 533 (FL)
Library and Information Services for Productivity. ERIC Digest.
ED 327 220 (IR)
The Library and the Latchkey. ERIC Digest.
ED 331 512 (IR)
Literacy Education for Adult Migrant Farmworkers. ERIC Digest.
ED 334 873 (FL)
Local Advocacy for Second Language Education: A Case Study in New Mexico. ERIC Digest.
ED 327 067 (FL)
Locating and Selecting Information: A Guide for Adult Educators. ERIC Digest No. 102.
ED 325 657 (CE)
Locating Practice-Oriented Materials in ERIC. ERIC Digest.
ED 331 827 (SP)
Mathematics: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. [Mathematics Education Information Report.]
ED 335 230 (SE)
Measuring Aptitude. ERIC Digest.
ED 328 608 (TM)
Measuring Kindergartners' Social Competence. ERIC Digest.
ED 327 314 (PS)
Measuring the Nation's Literacy: Important Considerations. ERIC Digest.
ED 334 870 (FL)
Meeting National Goals for 2000 and Beyond in Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1.
ED 335 210 (SE)
Meeting National Goals for 2000 and Beyond in Science Education. ERIC/SMEAC Science Education Digest No. 1.
ED 335 211 (SE)
Meeting the Educational Needs of Southeast Asian Children. ERIC/CUE Digest No. 68.
ED 328 644 (UD)
Meeting the Goals of School Completion. ERIC/-CUE Digest No. 69.
ED 334 309 (UD)
Meeting the Needs of At-Risk Students.
ED 323 665 (EA)
Mentor Teacher: A Leader's Guide to Mentor Training.
ED 328 940 (EA)
Migrant Students Who Leave School Early: Strategies for Retrieval. ERIC Digest.
ED 335 179 (RC)
Models for Conducting Institutional Research. New Directions for Community Colleges, Number 72.
ED 330 419 (JC)
Motivation, Rewards, and Incentives. Trends and Issues Paper No. 3.
ED 330 692 (SP)
Moving On: Transitions for Youth with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
ED 333 653 (EC)
Multicultural Education for Exceptional Children. ERIC Digest #E498.
ED 333 620 (EC)
Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67.
ED 327 613 (UD)
The National Assessment of Educational Progress (NAEP). ERIC Digest.
ED 328 603 (TM)
The National Education Goals: Questions and Answers. ERIC Digest.
ED 334 715 (EA)
The National Research and Education Network (NREN): Promise of New Information Environments. ERIC Digest.
ED 327 219 (IR)
Neuropsychological Assessment in Schools. ERIC Digest.
ED 328 609 (TM)
A New Look at Literature Instruction. ERIC Digest.
ED 334 595 (CS)
Older Worker Training: An Overview. ERIC Digest No. 114.
ED 334 470 (CE)
Overcoming Risk: An Annotated Bibliography of Publications Developed by ERIC Clearinghouses.
ED 330 510 (RC)
An Overview of the Six National Education Goals. ERIC Digest.
ED 334 714 (EA)
Parent Involvement in Elementary Language Arts: A Program Model. ERIC Digest.
ED 326 901 (CS)
Peer Teaching and Collaborative Learning in the Language Arts.
ED 325 818 (CS)
Planning Middle School Foreign Language Programs. ERIC Digests.
ED 324 972 (FL)
Portfolios: Assessment in Language Arts. ERIC Digest.
ED 334 603 (CS)
Positive Discipline. ERIC Digest.
ED 327 271 (PS)
A Practical Guide to Preservation in School and Public Libraries. ERIC Digest.
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Prekindergarten Teacher Licensure. ERIC Digest.
ED 330 674 (SP)
Preparation of Middle School Teachers. ERIC Digest 90-1.
ED 335 356 (SP)
Preparing School Administrators. ERIC Digest Series Number EA 57.
ED 326 939 (EA)
Preparing To Integrate Students with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
ED 333 658 (EC)
Procedures To Increase the Entry of Women in Mathematics-Related Careers. ERIC/SMEAC Mathematics Education Digest No. 3.
ED 324 195 (SE)
Professional Development Schools and Educational Reform: Concepts and Concerns. ERIC Digest 91-2.
ED 335 357 (SP)
Professional Development Schools: Toward a New Relationship for Schools and Universities. Trends and Issues Paper No. 4.
ED 330 690 (SP)
Promising Materials, Projects, and Programs for Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.
ED 331 698 (SE)
Promising Strategies for At-Risk Youth. ERIC Digest No. 59.
ED 328 958 (EA)
Proprietary Schools: Programs, Policies and Prospects. ASHE-ERIC Higher Education Report No. 5.
ED 331 337 (HE)
Proprietary Schools: Programs, Policies and Prospects. ERIC Digest.
ED 331 338 (HE)
Protecting Children from Inappropriate Practices. ERIC Digest.
ED 326 305 (PS)
Pursuing Diversity: Recruiting College Minority Students. ASHE-ERIC Report No. 7.
ED 333 857 (HE)

Pursuing Diversity: Recruiting College Minority Students. ERIC Digest.
ED 333 856 (HE)
Quiet Children and the Classroom Teacher. Second Edition.
ED 334 628 (CS)
Readiness: Children and Schools. ERIC Digest.
ED 330 495 (PS)
Reading and Writing in a Kindergarten Classroom. ERIC Digest.
ED 331 030 (CS)
Reading: Elementary. Special Collection Number 6.
ED 334 572 (CS)
Reading Strategies for the Primary Grades. Teaching Resources in the ERIC Database (TRIED) Series.
ED 331 016 (CS)
Recent Developments in College Mathematics Programs and Courses. ERIC/SMEAC Mathematics Education Digest No. 4, 1988.
ED 331 696 (SE)
Recent Trends in Rural Poverty: A Summary for Educators. ERIC Digest.
ED 335 180 (RC)
Referring Language Minority Students to Special Education. ERIC Digest.
ED 329 131 (FL)
Rekindling Minority Enrollment. New Directions for Community Colleges, Number 74.
ED 333 933 (JC)
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112.
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Resources for Teachers on the Bill of Rights.
ED 329 489 (SO)
Restructuring Schools: Educators Adapt to a Changing World. Trends & Issues Series, Number 6. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
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Revision. ERIC Digest.
ED 323 551 (CS)
The Role of Libraries in Literacy Education. ERIC Digest.
ED 330 373 (IR)
The Role of Libraries in Providing Services to Adults Learning English. ERIC Digest.
ED 334 868 (FL)
The Role of Schools in Sexual Abuse Prevention and Intervention. ERIC Digest Series Number 61.
ED 331 152 (EA)
The Role of the Learning Resources Center in Instruction. New Directions for Community Colleges, Number 71.
ED 325 175 (JC)
The Role of Vocational Education in the Development of Students' Academic Skills: An Implementation Guide. Information Series No. 340.
ED 326 692 (CE)
Roles and Authority of States in Policies for Teachers and Teaching. Trends and Issues Paper No. 2.
ED 325 477 (SP)
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal. ERIC Digest.
ED 335 177 (RC)
School Programs for African American Males. ERIC CUE Digest No. 72.
ED 334 340 (UD)
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ED 334 338 (UD)
School-to-Work Transition: Its Role in Achieving Universal Literacy. ERIC Digest No. 106.
ED 329 806 (CE)
Science: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. [Science Education Information Report.]
ED 335 234 (SE)
The Scope of Practice of the Secondary School Counselor. ERIC Digest.
ED 328 830 (CG)
Selected Procedures for Improving the Mathematics Curriculum: Assessment. ERIC/SMEAC Mathematics Education Digest No. 2.
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Selected Procedures for Improving the Science Curriculum. ERIC/SMEAC Science Education Digest No. 2.
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Semiotics and the English Language Arts. ERIC Digest.
ED 329 960 (CS)
Social Consciousness and Career Awareness: Emerging Link in Higher Education. ASHE-ERIC Higher Education Report No. 8, 1990.
ED 334 940 (HE)
Social Consciousness and Career Awareness: Emerging Link in Higher Education. ERIC Digest.
ED 334 959 (HE)
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools. ERIC Digest.
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State Testing of Teachers: The 1990 Report. ERIC Digest.
ED 328 605 (TM)
Striving for Excellence: The National Education Goals.
ED 334 713 (EA)
Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.
ED 332 930 (SO)
Successful Instructional Practices for Small Schools. ERIC Digest.
ED 326 352 (RC)
The Supervision of Second and Foreign Language Teachers. ERIC Digest.
ED 324 971 (FL)
Survey of Instructional Development Models with an Annotated ERIC Bibliography. Second Edition.
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The Survival of Private Junior Colleges. ERIC Digest.
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The Teacher's Role in the Social Development of Young Children.
ED 331 642 (PS)
Teaching about China. ERIC Digest.
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Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest.
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Teaching Art From a Global Perspective. ERIC Digest.
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Teaching Creative Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.
ED 331 699 (SE)
Teaching Critical Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.
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Teaching Desirable Environmental Ethics and Action through School Activities. ERIC/SMEAC Environmental Education Digest No. 1.
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Teaching Geography at School and Home. ERIC Digest.
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Teaching Interviewing for Career Preparation. Second, Revised, Enlarged Edition.
ED 334 627 (CS)
Teaching Limited English Proficient Students To Understand and Use Mathematics. ERIC/CUE Digest No. 70.
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Teaching Students with Behavioral Disorders: Basic Questions and Answers. Working with Behavioral Disorders: CEC Mini-Library.
ED 333 659 (EC)
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Teaching the Responsibilities of Citizenship. ERIC Digest.
ED 332 929 (SO)
Teaching the 20th-Century History of the United States. ERIC Digest.
ED 335 283 (SO)
Teaching Young Children with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
ED 333 657 (EC)
Technology Education in Elementary Schools. Practice Application Brief.
ED 334 466 (CE)
Tech Prep. ERIC Digest No. 108.
ED 329 808 (CE)
Testing and Assessment. Special Collection Number 1.
ED 332 165 (CS)
Trends and Issues in Educational Technology. IR-86.
ED 326 212 (IR)
Trends and Issues in Mathematics Education: Curriculum and Instruction.
ED 335 231 (SE)
Trends and Issues in Science Education: Curriculum and Instruction.
ED 335 236 (SE)
Trends and Issues Related to the Preparation of Teachers for Environmental Education. [Environmental Education Information Report.]
ED 335 233 (SE)
Trends & Issues in Library & Information Science 1990.
ED 335 061 (IR)
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers. ERIC Digest.
ED 328 082 (FL)
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities. ERIC Digest.
ED 335 176 (RC)
What Is An Expert System? ERIC Digest.
ED 335 058 (IR)
What's Happening to American Families? ERIC Digest.
ED 330 496 (PS)
Whole Language and Integrated Language Arts. Special Collection Number 13.
ED 334 570 (CS)
Word History: A Guide to Understanding the English Language.
ED 327 856 (CS)
Working with Special Students in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
ED 326 902 (CS)
Working with Working Families. ERIC Digest.
ED 326 324 (PS)
Workplace Literacy Programs for Nonnative English Speakers. ERIC Digest.
ED 334 874 (FL)
Worksite Training. ERIC Digest No. 109.
ED 329 809 (CE)
Writing across the Curriculum in Community Colleges. New Directions for Community Colleges, Number 73.
ED 330 420 (JC)
Writing Across the Curriculum Programs at Community Colleges. ERIC Digest.
ED 333 952 (JC)
Writing for Successful Publication.
ED 334 573 (CS)
Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English. Language in Education Series, No. 77.
ED 333 763 (FL)
Writing RFPs for Assessment Programs. ERIC Digest.
ED 334 194 (TM)
Writing. Special Collection Number 5.
ED 334 604 (CS)
Your Child's Vision Is Important.
ED 325 806 (CS)
The 1990 Transfer Assembly: Proceedings (Los Angeles, California, March 15-16, 1990).
ED 324 054 (JC)

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Designing Community-Based Instruction. Research Brief for Teachers, Brief T4.
ED 331 262 (EC)

Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.

Adult Literacies: Intersections with Elementary and Secondary Education. Hot Topics Series.
ED 331 038 (CS)

Speech Communication Association, Annandale, Va.

Quiet Children and the Classroom Teacher. Second Edition.
ED 334 628 (CS)

Teaching Interviewing for Career Preparation. Second, Revised, Enlarged Edition.
ED 334 627 (CS)

Tennessee State Dept. of Education, Nashville.

Career Development: Preparing for the 21st Century.
ED 330 920 (CG)

Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.

Career Development: Preparing for the 21st Century.
ED 330 920 (CG)

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353;
(800) 848-4815 Fax: (614) 292-1260

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492 Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-5890

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 333-3767

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 264-9474 Fax: (703) 264-9494

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597 Fax: (202) 296-8379

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
Huntington Hall, Room 030
800 University Avenue
Syracuse, New York 13244-2340
Telephone: (315) 443-3640 Fax: (315) 443-5732

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (310) 825-3931 Fax: (310) 206-8095

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551 Fax: (202) 429-9766

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847 Fax: (812) 855-7901

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717 Fax: (614) 292-0263

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838 Fax: (812) 855-7901

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186
Telephone: (202) 293-2450 Fax: (202) 457-8095

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3541
Telephone: (202) 342-5060 Fax: (202) 342-5033

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in educational projects and programs.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433 Fax: (212) 678-4048

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
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